

Strategic and Continuous Schoolwide Program  
School Improvement and Achievement Plan  
2020-2023

School Name	Arlington Heights Elementary School
School Address	700 W. Parrish Road Bloomington, IN 47404
School Telephone Number	812 330-7747
School Fax Number	812 330-7748
School Number	6181
School Corporation Number	5740



Arlington Heights Elementary

Mr. Micah Heath  
Principal

Dr. Judith DeMuth  
Superintendent

Cathy Fuentes-Rohwer  
School Board President

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# Table of Contents

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## Contents

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School Improvement (PL221) Plan Checklist .....	4
Title I Schoolwide Plan Checklist .....	5
School Improvement Committee & Schoolwide Program Leadership Team Members .....	6
Part 1 - Introduction .....	6
AHE School Demographics and Grade Level Composition .....	6
Monroe County Community School Corporation Mission and Vision .....	9
Arlington Heights Elementary Mission, Vision and Core Beliefs .....	9
Summary of AHE ELA, Mathematics, Science, Social Studies Program Offerings .....	10
Additional AHE Programs and Services .....	10
Location of the Guaranteed Curriculum and Curriculum Maps .....	11
Safe and Disciplined Learning Environment .....	11
Component 1 – Comprehensive Needs Assessment .....	12
AHE & District-wide Assessments in Addition to ISTEP+ .....	12
Assessments Specific to AHE .....	13
ISTEP+ Trend Data .....	14
Disaggregated Trend Data for ISTEP+ .....	23
Adequate Yearly Progress (AYP) Status & PL221 School Grade .....	17
SMART Goal for Making AYP – .....	25
Annual Performance Report .....	25
AIMSweb .....	27
Behavior Data .....	28
High Reliability Schools – Level 1 Survey Results (Teachers & Administrator) .....	29
AHE Grades 3-6 Student Survey .....	<b>Error! Bookmark not defined.</b>
AHE Grades K-2 Student Survey .....	<b>Error! Bookmark not defined.</b>
AHE Parent Survey .....	<b>Error! Bookmark not defined.</b>
Overview of Comprehensive Needs Assessment .....	<b>Error! Bookmark not defined.</b>
Summary of Strengths and Weaknesses as Identified in the CNA .....	<b>Error! Bookmark not defined.</b>
Priority Needs Identified in CNA .....	<b>Error! Bookmark not defined.</b>
SWP Goals .....	30
SWP Reform Strategies to Support Goals .....	31
Plan to Involve School Community with SWP .....	34

Component 2 – Implementation of Reform Strategies.....	34
Existing Initiatives & Proposed Reform Strategies .....	34
Justification of Implementation of Schoolwide Reform Strategies .....	35
Schoolwide Reform Strategies are Consistent with State and Local Plans .....	36
Technology as a Learning Tool .....	36
Cultural Competency.....	36
Component 3 – Highly Qualified Teachers (Core Content Areas).....	37
Component 4 – Professional Development .....	39
Current Professional Development .....	39
Professional Development Needed to Implement SWP .....	39
Professional Development Plan Resources & Timeline .....	39
Component 5 – Attract Highly Qualified Teachers.....	39
Component 6 – Parental Involvement .....	40
Parents are Partners.....	40
Title I Annual Parent Meeting .....	40
AHE School-Parent Compact .....	42
AHE Parent Involvement Policy and Parents’ Right to Know .....	42
Component 7 – Preschool Transition .....	43
Component 8 – Teacher Decision Making Using Academic Assessment Results .....	44
Component 9 – Effective, Timely Additional Assistance .....	44
Component 10 – Coordination and Integration of Funds .....	46
Part 2 – SWP Accountability and Continuous Improvement .....	46
Evaluation of Effectiveness of SWP Strategies .....	47
Part 3 – Appendix A: MCCSC Complaint Resolution Procedure .....	49

## School Improvement (PL221) Plan Checklist

<b>Correlate</b>	<b>Statement of School Mission, Vision and Beliefs</b>	<b>Page</b>
<b>1</b>	State your school's mission, vision and core beliefs. Reference the district's mission and vision statements. Include a three year timeline implementation, review and revision of your school improvement plan.	<b>9</b>
<b>Correlate</b>	<b>Description of School and Community</b>	<b>Page</b>
<b>2</b>	Describe your school's educational plan. Identify grade level, scope of program offerings, and core curriculum. Include the location of a copy of the curriculum available for public inspection. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school's student population.	<b>6-11</b>
<b>Correlate</b>	<b>Assessment Instruments</b>	<b>Page</b>
<b>3</b>	List and describe all of the assessments that will be used to generate data for your review of student achievement.	<b>12</b>
<b>Correlate</b>	<b>Data Analysis</b>	<b>Page</b>
<b>4</b>	Analyze your data and identify your school's strengths and areas in need of improvement. Attendance must be discussed.	<b>12-31</b>
<b>Correlate</b>	<b>Goals and Strategies</b>	<b>Page</b>
<b>5</b>	Identify your goals and strategies that will support them to improve student achievement. You must include goals for language arts and mathematics. High school must include a graduation rate.	<b>32-37</b>
<b>Correlate</b>	<b>Technology as a Learning Tool</b>	<b>Page</b>
<b>6</b>	Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually.	<b>37</b>
<b>Correlate</b>	<b>Parental and Community Involvement</b>	<b>Page</b>
<b>7</b>	Describe the partnership between parents and the school that support learning. Include a description of how you review and revise your parent and community plan annually.	<b>41-44</b>
<b>Correlate</b>	<b>Safe and Disciplined Learning Environment</b>	<b>Page</b>
<b>8</b>	Describe what your school is doing to ensure a safe learning environment. Include a description of how you review and revise your Student Discipline Code and your Safe Schools Plan annually.	<b>10</b>
<b>Correlate</b>	<b>Cultural Competency</b>	<b>Page</b>
<b>9</b>	Describe how culturally appropriate strategies for increasing opportunities and educational performance for each subgroup have been incorporated into this plan.	<b>38</b>
<b>Correlate</b>	<b>Professional Development Plan</b>	<b>Page</b>
<b>10</b>	Identify appropriate professional development goals based on scientific research based instructional practices and strategies. These goals must be related to your identified student achievement goals.	<b>40</b>

## Title I Schoolwide Plan Checklist

**Directions:** Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

**Schoolwide Plan:** Section 1114 (b) (2) Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	10
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li><input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> <li>• Strengthens the core academic program</li> <li>• Increases the amount of learning time</li> <li>• Includes strategies for serving underserved populations</li> <li>• Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards</li> </ul> </li> <li><input type="checkbox"/> Address how the school will determine if those needs of the children have been met</li> <li><input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any</li> </ul>	32
3. Highly qualified teachers in all core content area classes	38
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	40
5. Strategies to attract high-quality, highly qualified teachers to this school	41
6. Strategies to increase parental involvement, such as literary services	41
6 a. Description how the school will provide individual academic assessment results to parents	47
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	44
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	44
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	45
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	45
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	NA
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	NA

\*Consolidated plans are encouraged and accepted.

## School Improvement Committee & Schoolwide Program Leadership Team Members

Member's Name	Affiliation	Signature
Alejandra Shaffer	Social Worker	
Micah Heath	Principal	
Claire Mickey	Literacy Coach	
Mikala Casey	Parent/PTO President	
Beth Haeberle	Title I Teacher	
Stephanie Momcilovic	Kindergarten Teacher	
Michelle Muzii	Special Education Teacher	
JD Neiswanger	5 <sup>th</sup> /6 <sup>th</sup> Grade Teacher / MCEA Rep	
Leslie Paflas	5 <sup>th</sup> /6 <sup>th</sup> Grade Teacher	
Jamie Burkhart	Positive Behavior Support Coordinator	

### Part 1 - Introduction

Arlington Heights Elementary School is a member of the Monroe County Community Schools and serves a student population of 330 students in grades Preschool through 6<sup>th</sup> grade. The school is staffed with one principal, twenty-nine certified teachers (classroom teachers, special education, special areas, library, positive behavior support coordinator, speech pathologist, and Title 1), one social worker, one part time nurse, one health aide, and three non-certificated staff members. During the 2019-2020 school-year, the school had three kindergarten classes, two first grade classes, two second grade classes, two third grade classes, two fourth grade classes, two fifth grade classes, and two sixth grade classes.

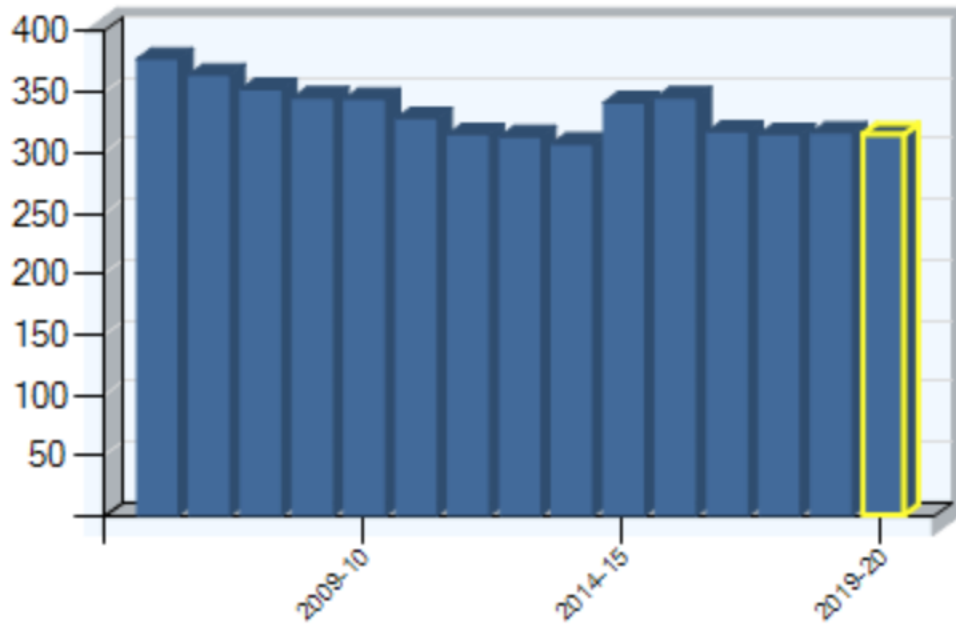
### AHE School Demographics and Grade Level Composition

The total enrollment for Arlington Heights Elementary School in the 2019-2020 school year was 323 students, down one student from the 2018-2019 enrollment. The breakdown of this enrollment is illustrated in the graphs below. Our demographics have varied only slightly from year to year.

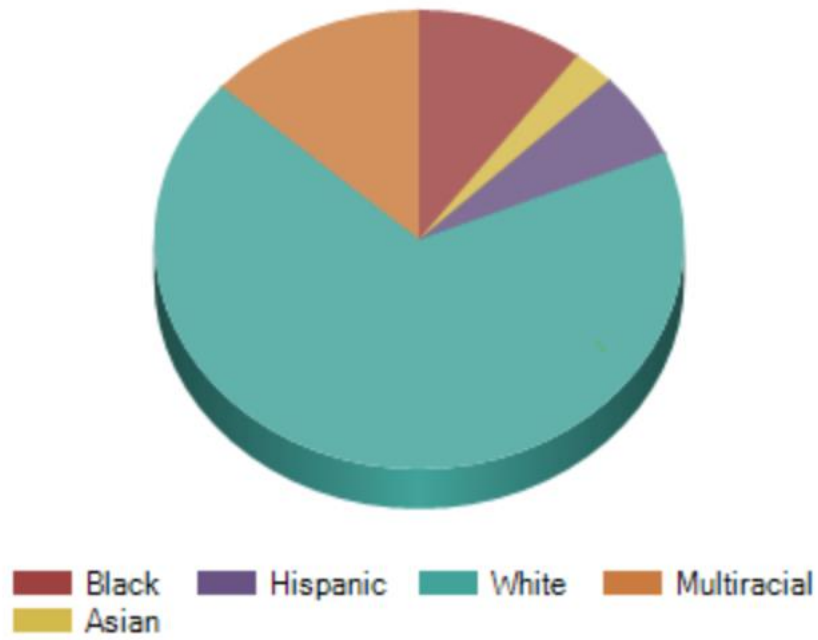
### Enrollment By Grade

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-Kindergarten	11	15	18	15	15
Kindergarten	57	50	48	36	50
Grade 1	53	50	43	36	33
Grade 2	57	47	44	50	32
Grade 3	50	55	45	49	46
Grade 4	35	34	47	39	48
Grade 5	35	34	34	53	40
Grade 6	46	31	35	37	50
Total Enrollment	344	316	314	315	314

### Enrollment Trend



**Enrollment 2019-20 by Ethnicity**



**Enrollment 2019-20 by Free/Reduced Price Meals**





## Monroe County Community School Corporation Mission and Vision

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### MCCSC Mission

Empowering students to maximize their educational success to become productive, responsible global citizens.

### MCCSC Vision

We envision a world-class learning community that educates tomorrow's leaders.

### MCCSC Core Beliefs

#### Value 1: Engagement

- All students can learn. We teach all students. No exceptions.
- All students deserve rigorous, diverse curricular and extracurricular programs, integrated with technology. Such programs balance student's needs and interests, resulting in high levels of student engagement, achievement and completion.

#### Value 2: Empowerment

- All students are diverse and unique. When students are empowered, self-esteem grows.
- All students' experiences and perspectives are assets that reflect the strength of our schools and the values of our community. Such assets, when respected, nurtured and explored, promote their academic success and the success of their peers.

#### Value 3: Environment

- All students thrive in a positive, creative and stimulating learning and working environment.
- All employees excel in a culture actively supported by professional development opportunities. Highly-trained, highly-valued teachers and staff are pivotal to the continuous improvement and success of our students.
- All students deserve, and we will provide, a healthy, safe and secure learning environment.

## Arlington Heights Elementary Mission, Vision and Core Beliefs

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### AHE Mission

When students leave AHE they will be ready to... Read anything. Learn anything. Do anything.

Arlington Heights is a caring educational community that builds on the strong traditions of our past while maintaining our vision for the future. We are dedicated to teaching our students the skills to become informed, empathetic, and contributing citizens so they may become active learners, creative problem-solvers, critical thinkers, responsible decision-makers, effective communicators; respectful of themselves and others.

### AHE Vision

At Arlington Heights children are always put first, learning at high levels is the constant, instruction is differentiated, teachers work collaboratively, teachers are learners, differences are valued and respected, and safety is planned for and maintained.

### AHE Core Beliefs

Arlington Heights Elementary Faculty believes:

- that all students can learn
- that we must organize our resources so that learning is the constant and time and instructional methods are variables (Core Instruction, Tier 2 support, Tier 3 support)
- that our diversity is a strength and the individuality of students, families and staff must be valued and respected
- that high levels of parent involvement in the school impact student achievement
- that positive behavior is maintained when it is specifically taught and positively reinforced daily.

## Summary of AHE ELA, Mathematics, Science, Social Studies Program Offerings

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Arlington Heights Elementary School is an elementary program serving students in grades preschool through sixth grade. The curriculum for each course is defined by the MCCSC Essential Learnings which are founded in Indiana College and Career Ready Academic standards and as a basis for selection of content and skills in all grades. Essential Learnings are identified for ELA and mathematics and are comprised of 8-14 “power standards” selected from the Indiana Standards for each grade level. Instruction for students includes use of texts and study materials purchased by the school district and these are used daily for core subjects of language arts, mathematics, science and social studies. Common Formative Assessments are a regular feature of the instructional program and provide the school staff with information related to the progress of individual students and data that helps in determining the strengths and needs of the school’s academic program related to the Indiana Academic Standards.

Resources for supporting reading and writing curriculum include Benchmark Literacy text series, Lucy Calkins Writers Workshop, Daily Five/CAFE, and READ180. Resources for mathematics curriculum include the Bridges text series. Science curriculum is supported by kits and texts from Lab Aids, FOSS, Science Companion, and National Geographic. Social Studies curriculum is supported by the TCI and Scott Foresman text series.

Following the requirements of the Indiana Reading Framework, reading instruction at AHE is conducted for 90 consecutive minutes in grades K-3. In grades 4-6, reading instruction is conducted for 90 minutes daily, although they are not necessarily consecutive. Reading instruction time allocation is flexible to meet the needs of individual students as exemplified in the chart below.

Reading Instruction Time Allocation			
Grade Level	Core (Tier 1)	Intervention (Tier 2)	Intensive Intervention (Tier 3)
K-3	90-minute uninterrupted daily block	20-40 additional minutes daily	Up to 30 additional minutes of specialized intensive intervention daily from a Title I Teacher and/or or a Special Education Teacher in addition to Core and Tier 2
4-6	90 minutes daily	20-30 additional minutes daily	15-90 minutes specialized services intensive intervention in addition to Core and Tier 2

## Additional AHE Programs and Services

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All students (K-6) receive instruction in art, music, physical education, and library. Students attend these classes for fifty minutes each week. All special area classes teach skills based on the Indiana Academic Standards. The curriculum (Essential Learnings) is stored on a shared network drive (L: drive) and is available for parents by requesting it in the office.

Students at the school who are identified for support services are provided services based on the student’s IEP, reading intervention plan (Good Fit plan). A variety of specially trained individuals such as Literacy Coach, Title I reading specialists, special education teachers, paraeducators, school psychologists, speech language pathologists, occupational therapists, and physical therapists provide these services.

Students at the school who are identified for high ability education are provided enrichment within core instruction in the classroom setting as well as within Tier 2 (Power Group) support time. The strategy of differentiating items for students permits teachers to use resource materials in reading and mathematics based on students’ performance level. Percentiles from standardized test scores and information from the Kingore Observation Inventory are used to identify high ability students.

The school’s social worker implements a program for Violence Prevention in grades K-2 (Second Step), an Anti-Bullying Program in 3<sup>rd</sup> grade (Steps to Respect) and a literature study for grades 4-6. The

curriculum is available to all classroom teachers. The social worker partners with the positive behavior support coordinator to help staff review and address behavior needs of their students. The school's social work office has provided students in all grade levels with encouragement and support for regular school attendance. Further, the school social worker offers individual and small group support to students with personal and behavior needs.

The school offers services for food services (such as breakfast and lunch), and health care. These services are offered as part of district-wide education support. Staff members offering these services have received special training and implement services at the school level as directed by the district central office.

### Location of the Guaranteed Curriculum and Curriculum Maps

The course description and curriculum for each course are developed through building and district level committees and are based on the Indiana Standards for Learning. Curriculum Maps, Scale Score Rubrics and Common Formative Assessments for each Essential Learning are located on the district network drive (L: drive) which is accessible from any MCCSC computer for any staff. The curriculum map for the grade level is provided to students to take home to parents at the start of each school year. The curriculum map identifies the Essential Learnings that will be taught in each term for the subjects of English Language Arts and Mathematics.

### Safe and Disciplined Learning Environment

Arlington Heights Elementary School has a strong commitment to the students as individuals and as members of the learning community. In order to foster positive behaviors that help students learn self-management and respect for others, the school provides each child with a copy of the *Student Handbook* on the first day of school. The handbook guidelines protect a balance of individual rights with student responsibilities. The student handbook (student discipline code), faculty handbook and safe schools plan are updated annually through committee review.

Arlington Heights has a strong program offering assistance to students and their families. The school's social worker has a regular program of attendance review and students with patterned absences and tardiness receive letters and/or phone calls to homes. Referrals to the social worker for interviews and/or counseling are made by students, teachers, families, or social service providers.

Arlington Heights Elementary uses Positive Behavior Supports to teach, reinforce and encourage positive behavior. This program of intervention and support offers consistency in school-wide and classroom behavioral instruction. School-wide procedures for specific locations in the school such as cafeteria, the playground, and the school bus are introduced during orientation and are reviewed throughout the year. A full time Positive Behavior Support Coordinator oversees the full implementation of the PBS program.

## Component 1 – Comprehensive Needs Assessment

### AHE & District-wide Assessments in Addition to ISTEP+

Assessment Title and Description	Available Assessments by Grade Level						
	K	1	2	3	4	5	6
<b>Reading Assessments</b>							
AIMSweb	x	x	x	x	x	x	x
Benchmark Literacy Assessments	x	x	x	x	x	x	x
Common Formative Assessments developed by PLCs	x	x	x	x	x	x	x
Developmental Reading Assessments (DRA, DRA-2, Word Analysis)	x	x	x	x	x	x	x
Informal Reading Inventory (IRI)				x	x	x	x
IREAD-3				x			
Rasinski 3-minute Fluency Assessment			x	x	x	x	x
Rigby theme tests	x	x	x	x			
Scholastic Reading Inventory (SRI)			x	x	x	x	x
SIPPs	x	x	x	x	x	x	x
<b>Mathematics Assessments</b>							
Bridges Math Series Assessments						x	x
Common Formative Assessments developed by PLCs	x	x	x	x	x	x	x
Orleans-Hanna Algebra Prognosis							x
<b>Cognitive Assessments</b>							
INView				x			x
<b>Climate and Behavioral Assessments</b>							
K-2 Student Survey	x	x	x				
3-6 Student Survey				x	x	x	x
Parent Survey	Parent Survey						
Teacher Survey	Teacher Survey						

#### AIMSweb

AIMSweb is given to all students in grades K and 1 three times per year as a benchmark assessment for literacy. AIMSweb is used weekly to progress monitor K-6 students whose skills are in the bottom 25% for fluency and/or comprehension skills.

#### DRA2 Word Analysis and IRI

These are diagnostic tools to determine students' specific reading difficulties.

#### Developmental Reading Assessment

DRA consists of a running record to determine reading level and a retelling of the story the student has just read to determine comprehension level. A rubric is used to evaluate success.

#### enVision Math Assessments

Grades one through five administer math assessments at the end of each unit. The program supplies several different assessing options or teachers may make their own.

#### INView Cognitive Ability Assessment

The INVIEW Cognitive Ability Assessment offered to elementary students in grades 3 and 6 and is a measure of ability. The INVIEW Cognitive Ability Assessment scores provide a Cognitive Skills Index (CSI) that can be used

in order to determine whether student achievement is/is not in concert with ability. Because the mean score of the INVIEW is at or near 100, the measure is regarded as a strong help in considering students for differentiated study or accommodation support. The INVIEW is also used by the school district to determine those students who may qualify as “high ability” and who may need a gifted education plan or whose parents may choose to enroll them at a district school with specialized services for gifted learners.

### **Rasinski 3-Minute Reading Assessments**

These assessments include short grade-level reading passages (grades 1-8) and rubrics for assessment of Word Recognition Accuracy, Comprehension, and Reading Fluency including Automaticity and Expression.

### **Rigby Reading Assessments**

Benchmark reading assessments from the Rigby reading series can be used at the end of each unit. They test phonics, vocabulary, grammar, reading comprehension, and writing.

### **SIPPS**

This program includes daily performance assessments, as well as more formal assessments of phonics and sight words every 10 lessons.

### **Scholastic Reading Inventory (SRI)**

In order to track reading proficiency for students in grades 2 – 6 students take the SRI three times per year. This assessment provides a lexile level for the student. Second grade students take the FRA (foundational reading assessment) portion of the SRI the first time that they take the test. Students who participate in READ180 also take the SRI as a progress monitoring tool. To address the reading needs of students in grades five and six who are reading below grade level, an intensive comprehension program has been adopted called Read 180 which is published by Scholastic. It is a 90-minute daily program encompassing reading, writing, spelling, and grammar skills. The concentrated strategies are intended to raise students’ reading level by two grade levels within one academic year.

## Assessments Specific to AHE

**Grade Level Common Formative Assessments** – PLC Teams work together in grade level teams to create common formative assessments. These assessments are used to assess student proficiency on district essential learnings both before and after Core instruction is delivered. District developed Scale Score Rubrics define proficiency on a four point scale. The results from the assessments are used to drive instruction in Core instruction and during small group Tier 2 (Power Group) time.

**Read 180 Formative Assessments** – Weekly assessments are given to students who participate in the READ 180 program. The results from these assessments are used to help the READ180 teacher drive instruction. The progress students make is shared with students, so students can set and attain goals.

**Running records** - Assessments for students in grades K-2 to identify the instructional and independent text level of a student’s oral reading.

**End of Unit Assessments** – Teachers create and deliver summative assessments (such as unit tests, quizzes, projects, teacher observation, conferencing, etc.) to assess proficiency of essential learnings.

## ISTEP+ Trend Data

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The percentage of students passing both English/Language Arts and Math decreased from 2016 to 2017 after experiencing an increase from 2015 to 2016. In 2017 56% of students passed both, ELA and Math, portions of ISTEP, which was up from 60.9% in 2015 (-4.9%). In 2017 68% of students passed the ELA portion of ISTEP compared to 72.4% in 2016. In 2017 62% of students passed the Math portion of ISTEP, which was down from the 67.5% who passed in 2016.

The trends in performance by standard varied by grade level on ISTEP 2017. Areas of relative weakness in ELA include: Reading: Literature and Vocab (3<sup>rd</sup> & 5<sup>th</sup> Grade), Writing Genres – Writing: Conventions of Standard English (3<sup>rd</sup> & 5<sup>th</sup> Grade). Areas of relative weakness in Math include: Number Sense, Algebraic Thinking, Geometry and Measurement, and Mathematical Process (3<sup>rd</sup>, 5<sup>th</sup> 6<sup>th</sup> Grade). 4<sup>th</sup> Grade was strong overall and 6<sup>th</sup> grade was strong in English Language Arts.

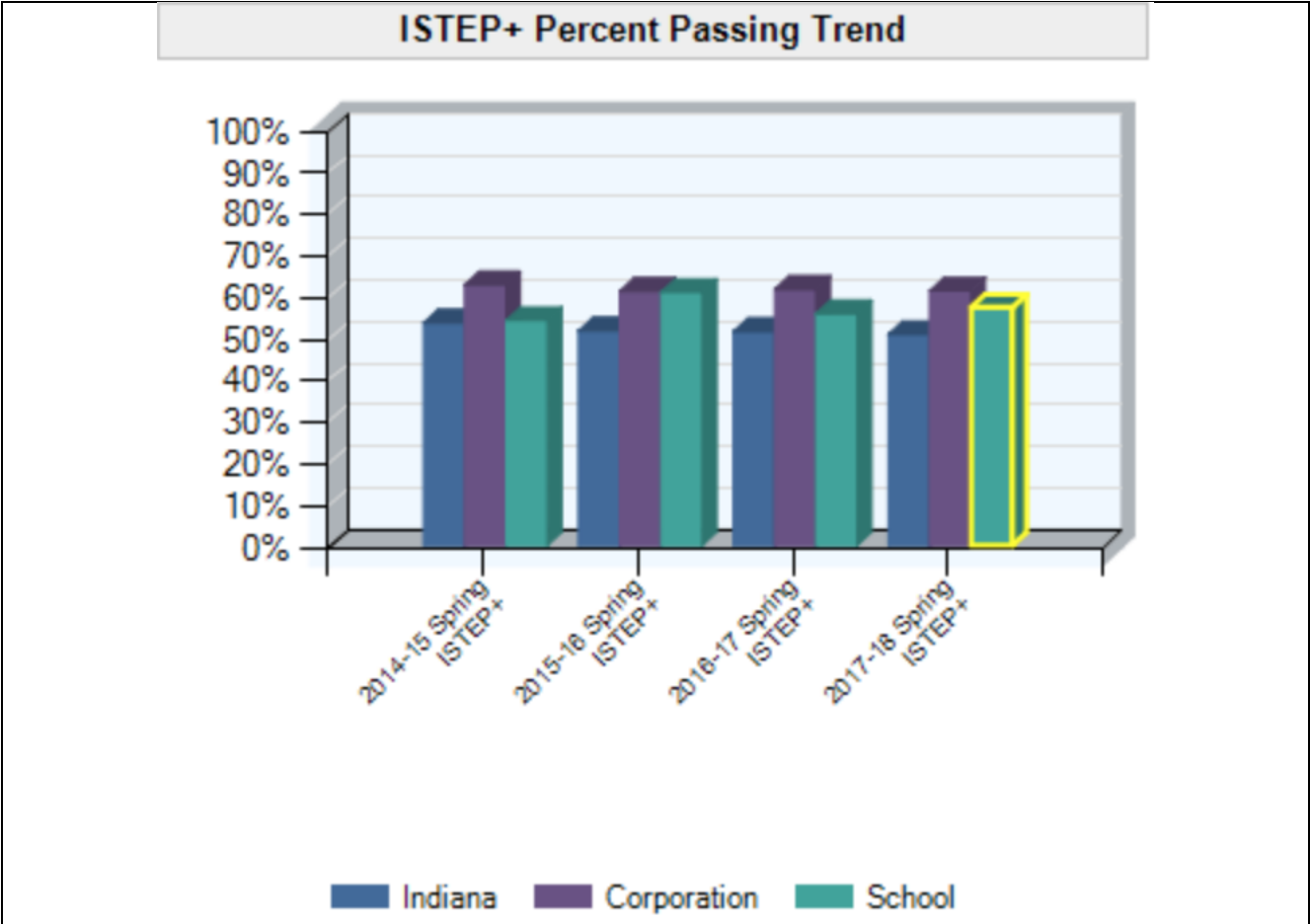
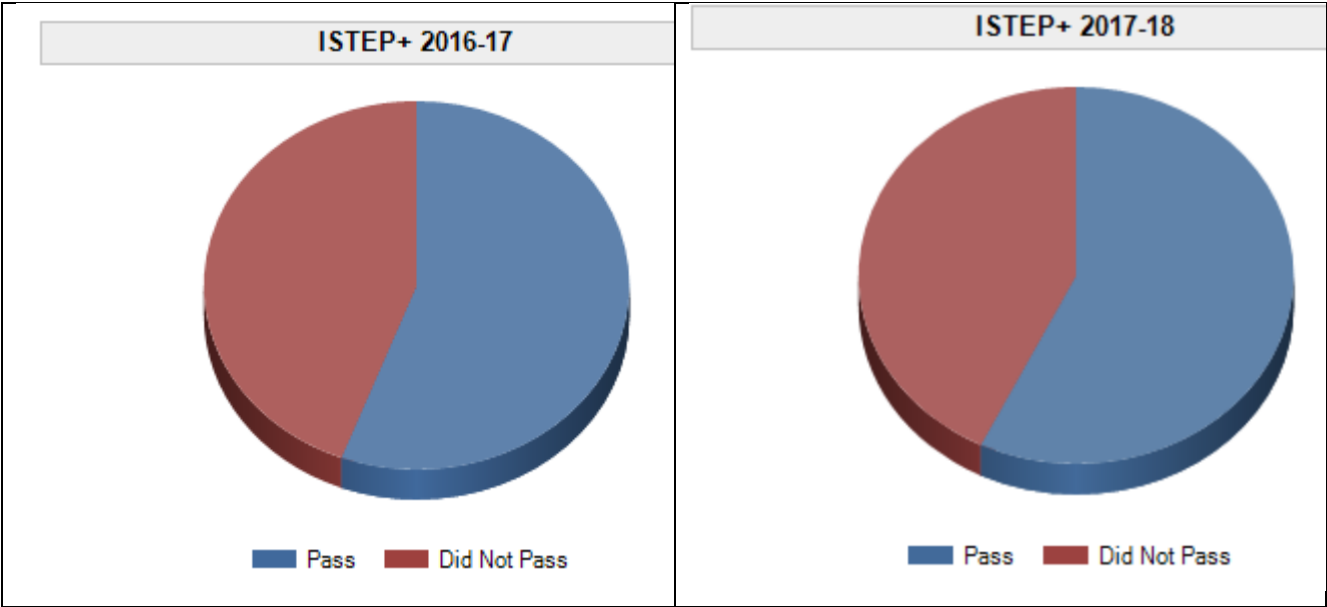
### Arlington Heights Elementary School ISTEP+ Results

	<b>3rd E/LA</b>	<b>4th E/LA</b>	<b>5th E/LA</b>	<b>6th E/LA</b>
2018	59%	58%	85%	65%
2017	61%	78%	57%	80%
2016	72.1%	69.7%	73.5%	73.9%
2015	67.6%	83.3%	47.8%	48.8%
2014	76.2%	70.3%	63.2%	73.3%
2013	73.2%	65.9%	68.3%	76.6%
2012	84.6%	71.8%	81.3%	71.4%
	<b>3rd Math</b>	<b>4th Math</b>	<b>5th Math</b>	<b>6th Math</b>
2018	57%	64%	87%	65%
2017	60%	65%	54%	70%
2016	67.4%	54.5%	73.5%	72.3%
2015	67.6%	83.8%	72.3%	48.8%
2014	74.4%	72.4%	69.2%	73.3%
2013	66.1%	65.9%	73.2%	80.9%
2012	71.8%	76.9%	85.4%	83.7%

	<b>3rd ELA/Math</b>	<b>4th ELA/Math</b>	<b>5th ELA/Math</b>	<b>6th ELA/Math</b>
2017	54%	57%	49%	67%
2016	60.5%	51.5%	67.6%	63.0%
2015	64.7%	77.8%	45.7%	34.9%
2014	69.0%	64.9%	52.6%	62.2%
2013	62.5%	52.3%	58.5%	72.3%
2012	66.7%	63.2%	75.0%	66.7%

	<b>ENTIRE school LA</b>	<b>ENTIRE school Math</b>	<b>ENTIRE school Both</b>
2018	65%	67%	
2017	68%	62%	56%
2016	72.4%	67.5%	60.9%
2015	60.4%	67.7%	54.1%
2014	70.9%	72.4%	62.6%
2013	71.3%	71.3%	61.8%
2012	77.4%	79.9%	68.3%

All Tested Grades - Percent Passing ISTEP+ Trend Data:





# Adequate Yearly Progress (AYP) Status & PL221 School Grade

5/30/2019

IDOE: Compass

[IDOE HOME](#)

## Search School and Corporation Reports

[Advanced Search](#)  
[State Report](#)

Where we are and where we are heading.

### Arlington Heights Elementary Sch (6181)

700 W Parrish Rd  
Bloomington, IN 47404-0828  
Phone: (812) 330-7747 Fax: (812) 330-7748  
[School Homepage](#)

Principal: Mr Micah Heath  
[mheath@mccsc.edu](mailto:mheath@mccsc.edu)  
Grade Levels PK - 06  
Accreditation Status: State Accreditation

Monroe County  
[Monroe County Community Sch Corp \(5740\)](#)  
[Other Schools in Monroe County Community Sch Corp](#)



[Overview](#) [Enrollment & Attendance](#) [Student Performance](#) [Accountability](#) [School Personnel](#)

[Historical Report Card](#) [Report Card](#) [Federal Report Card](#) [Annual Performance Report](#)

[Report Card](#)

Year: [2017-18](#)

## 2017-2018 Report Card

# A

[Letter Grade](#)

## Arlington Heights Elementary Sch

Arlington Heights Elementary Sch received an "A" as its final letter grade for school accountability.

### Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	70.70	0.500	35.35
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	128.50	0.500	64.25
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			99.6
Overall grade			A

## Performance Domain

### Elementary - Mathematics

72.1% of students passed the assessment.  
This rate is **above** the state average.  
100.0% of students participated in the assessment.

### High School - Mathematics

0 of students passed the assessment.  
This rate is the state average.  
of students participated in the assessment.

### Elementary - English/Language Arts

69.2% of students passed the assessment.  
This rate is **above** the state average.  
99.4% of students participated in the assessment.

### High School - English/Language Arts

0 of students passed the assessment.  
This rate is the state average.  
of students participated in the assessment.

## Performance Domain

### Mathematics

72.1% of students passed the assessment.  
This rate is **above** the state average.  
100.0% of students participated in the assessment.

### English/Language Arts

69.2% of students passed the assessment.  
This rate is **above** the state average.  
99.4% of students participated in the assessment.

## Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

<https://compass.doe.in.gov/dashboard/screportcard.aspx?type=school&id=6181>

1/2

# 2017-2018 Report Card



## Arlington Heights Elementary Sch

Arlington Heights Elementary Sch received an "A" as its final letter grade for school accountability.

### Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	70.70	0.500	35.35
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	128.50	0.500	64.25
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			99.6
Overall grade			A

## Performance Domain

### Elementary - Mathematics

72.1% of students passed the assessment.  
This rate is **above** the state average.  
100.0% of students participated in the assessment.

### High School - Mathematics

0 of students passed the assessment.  
This rate is the state average.  
of students participated in the assessment.

### Elementary - English/Language Arts

69.2% of students passed the assessment.  
This rate is **above** the state average.  
99.4% of students participated in the assessment.

### High School - English/Language Arts

0 of students passed the assessment.  
This rate is the state average.  
of students participated in the assessment.

## Performance Domain

### Mathematics

72.1% of students passed the assessment.  
This rate is **above** the state average.  
100.0% of students participated in the assessment.

### English/Language Arts

69.2% of students passed the assessment.  
This rate is **above** the state average.  
99.4% of students participated in the assessment.

## Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

### Mathematics

117.9 points for Top 75% Growth  
155.2 points for Bottom 25% Growth  
136.6 points for Growth

### Elementary - Mathematics

points for Top 75% Growth  
points for Bottom 25% Growth  
points for Growth

### High School - Mathematics

Not Applicable

### English/Language Arts

102.1 points for Top 75% Growth  
138.5 points for Bottom 25% Growth.  
120.3 points for Growth

### Elementary - English/Language Arts

102.1 points for Top 75% Growth  
138.5 points for Bottom 25% Growth.  
120.3 points for Growth

### High School - English/Language Arts

Not Applicable

# 2016-2017 Report Card

## B

Letter Grade

## Arlington Heights Elementary Sch

Arlington Heights Elementary School received a B as its final letter grade for school accountability.

### Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	65.20	0.500	32.60
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	103.90	0.500	51.95
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			84.6
Overall grade			B

## Performance Domain

### Mathematics

62.1% of students passed the assessment.

This rate is **above** the state average.

100.0% of students participated in the assessment.

### English/Language Arts

68.3% of students passed the assessment.

This rate is **above** the state average.

100.0% of students participated in the assessment.

## Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

**Mathematics**

95.1 points for Top 75% Growth  
98.9 points for Bottom 25% Growth  
97 points for Growth

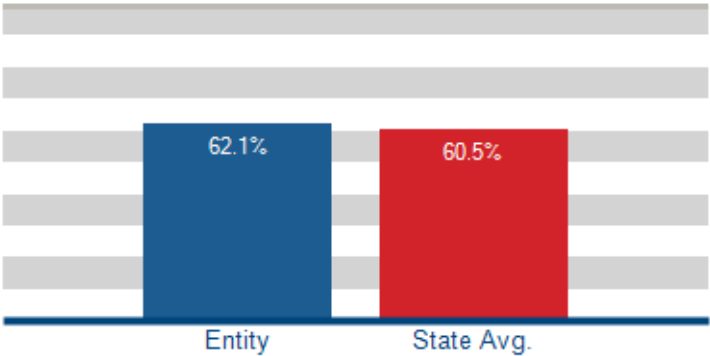
**English/Language Arts**

109.5 points for Top 75% Growth  
112 points for Bottom 25% Growth.  
110.8 points for Growth

**Student Performance**

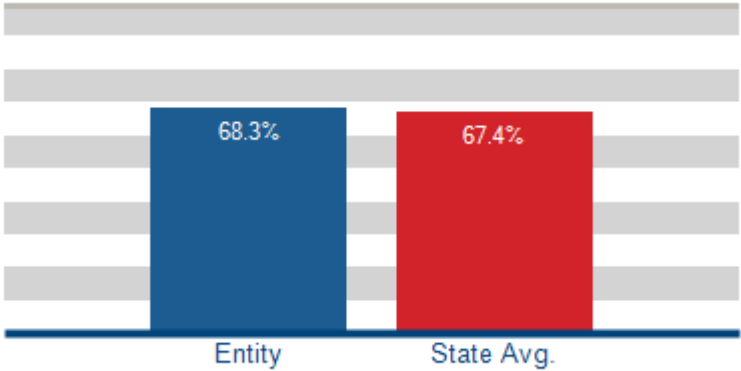
**Mathematics**

Percent Passing



**English/Language Arts**

Percent Passing



99.4% of students participated in the assessment.

**English/Language Arts**

## *AHE School Improvement Plan: ISTEP Data Summary for ISTEP 2017*

ISTEP School Improvement Plan						
ARLINGTON HEIGHTS ELEMENTARY				ISTEP Test Year:2017		
GRADE: 3						
ELA	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Reading: Literature and Vocabulary	38.91	45.11	-6.20	32.00	6.91	13.11
Reading: Nonfiction, Vocabulary, and Media Literacy	38.31	43.79	-5.48	31.00	7.31	12.79
Writing: Genres, Writing Process, Research Process	45.69	50.14	-4.45	46.00	-0.31	4.14
Writing: Conventions of Standard English	52.98	59.05	-6.07	50.00	2.98	9.05
Math	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Number Sense	57.46	63.59	-6.13	53.00	4.46	10.59
Computation	72.26	75.37	-3.11	74.00	-1.74	1.37
Algebraic Thinking and Data Analysis	44.07	51.72	-7.65	39.00	5.07	12.72
Geometry and Measurement	52.26	59.11	-6.85	49.00	3.26	10.11
Mathematical Process	50.61	58.28	-7.67	1.00	49.61	57.28

ISTEP School Improvement Plan						
ARLINGTON HEIGHTS ELEMENTARY				ISTEP Test Year:2017		
GRADE: 4						
ELA	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Reading: Literature and Vocabulary	51.16	49.18	1.98	36.00	15.16	13.18
Reading: Nonfiction, Vocabulary and Media Literacy	57.30	56.26	1.04	44.00	13.30	12.26
Writing: Genres, Writing Process, Research Process	49.24	48.00	1.24	40.00	9.24	8.00
Writing: Conventions of Standard English	68.22	66.26	1.96	58.00	10.22	8.26
Math	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Number Sense	53.92	55.35	-1.43	39.92	14.00	15.43
Computation	76.35	74.15	2.20	72.00	4.35	2.15
Algebraic Thinking and Data Analysis	67.38	67.60	-0.22	59.00	8.38	8.60
Geometry and Measurement	59.00	57.87	1.13	45.00	14.00	12.87
Mathematical Process	56.54	56.13	0.41	1.00	55.54	55.13
Science	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Physical Science	66.68	64.38	2.30	57.00	9.68	7.38
Earth Science	55.59	53.84	1.75	42.00	13.59	11.84
Life Science	69.41	67.47	1.94	61.00	8.41	6.47
Science, Engineering and Technology	73.68	71.41	2.27	61.00	12.68	10.41
The Nature of Science	61.49	59.61	1.88	1.00	60.49	58.61
The Design Process	57.19	57.36	-0.17	46.00	11.19	11.36



# ISTEP School Improvement Plan

## ARLINGTON HEIGHTS ELEMENTARY

ISTEP Test Year: 2017

### GRADE: 5

ELA	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Reading: Literature and Vocabulary	50.43	54.99	-4.56	47.00	3.43	7.99
Reading: Nonfiction, Vocabulary, and Media Literacy	51.11	57.36	-6.25	46.00	5.11	11.36
Writing: Genres, Writing Process, Research Process	53.57	58.81	-5.24	53.00	0.57	5.81
Writing: Conventions of Standard English	63.80	71.87	-8.07	65.00	-1.20	6.87
Math	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Number Sense	58.77	70.44	-11.67	57.00	1.77	13.44
Computation	58.77	66.79	-8.02	55.00	3.77	11.79
Algebraic Thinking and	45.71	56.09	-10.38	41.00	4.71	15.09
Geometry and Measurement	39.14	50.10	-10.96	33.00	6.14	17.10
Mathematical Process	45.97	56.86	-10.89	1.00	44.97	55.86
Social Studies	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
History	51.20	57.04	-5.84	46.00	5.20	11.04
Civics and Government	52.91	60.73	-7.82	50.00	2.91	10.73
Geography	60.63	67.29	-6.66	58.00	2.63	9.29
Economics	49.17	57.89	-8.72	45.00	4.17	12.89

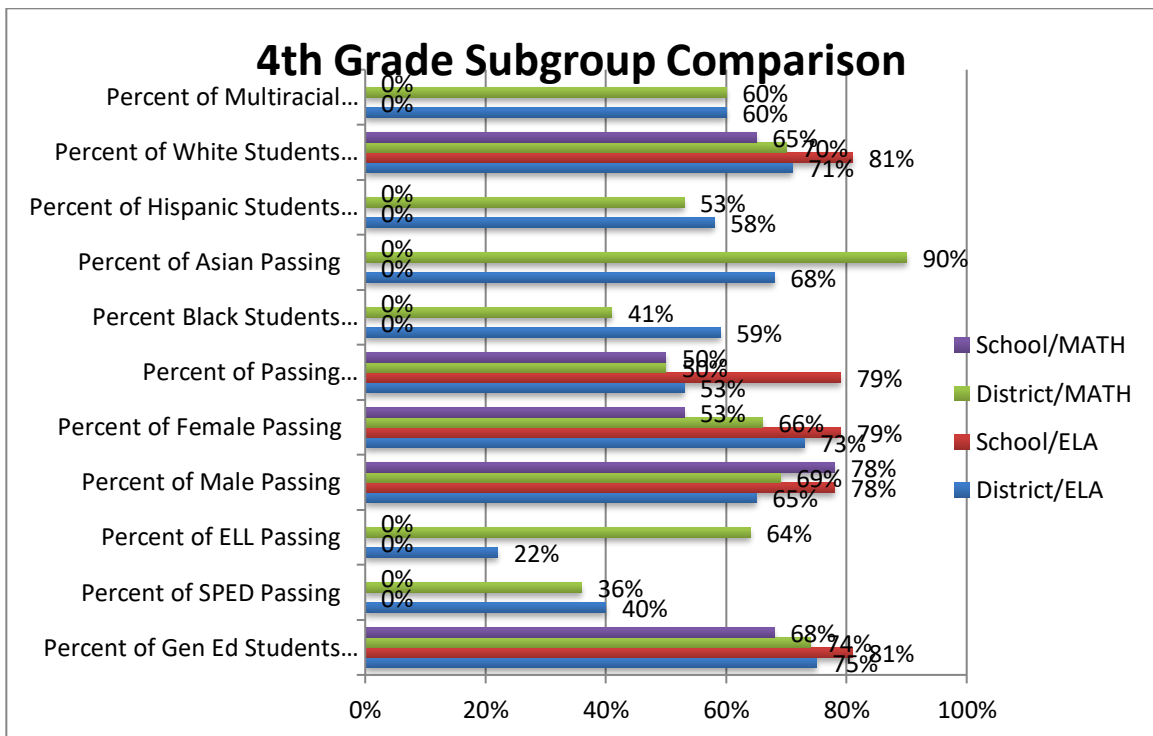
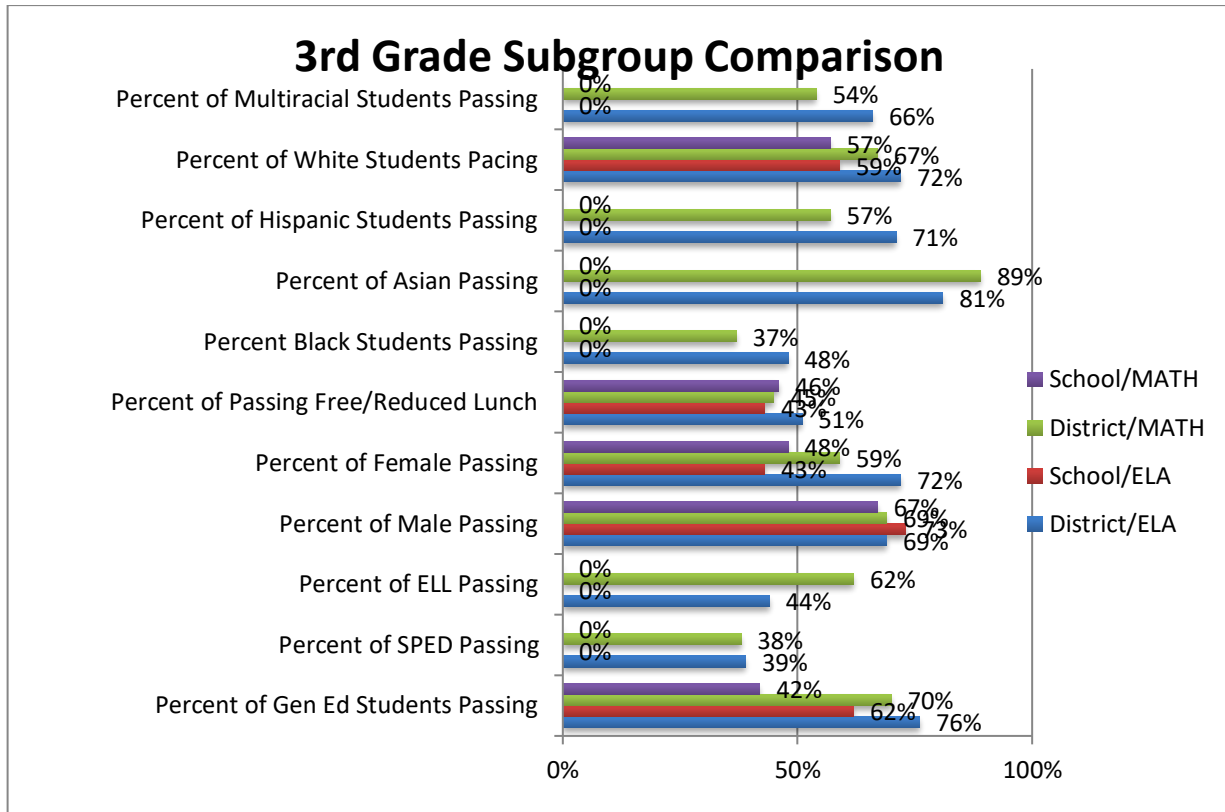
# ISTEP School Improvement Plan

## ARLINGTON HEIGHTS ELEMENTARY

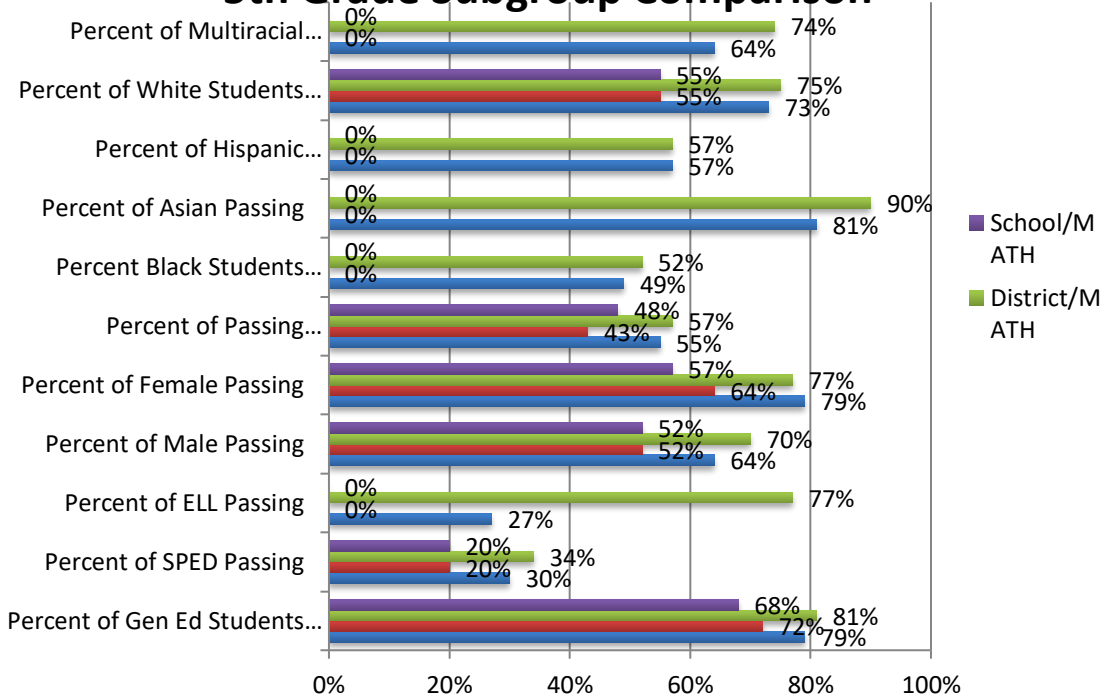
ISTEP Test Year: 2017

### GRADE: 6

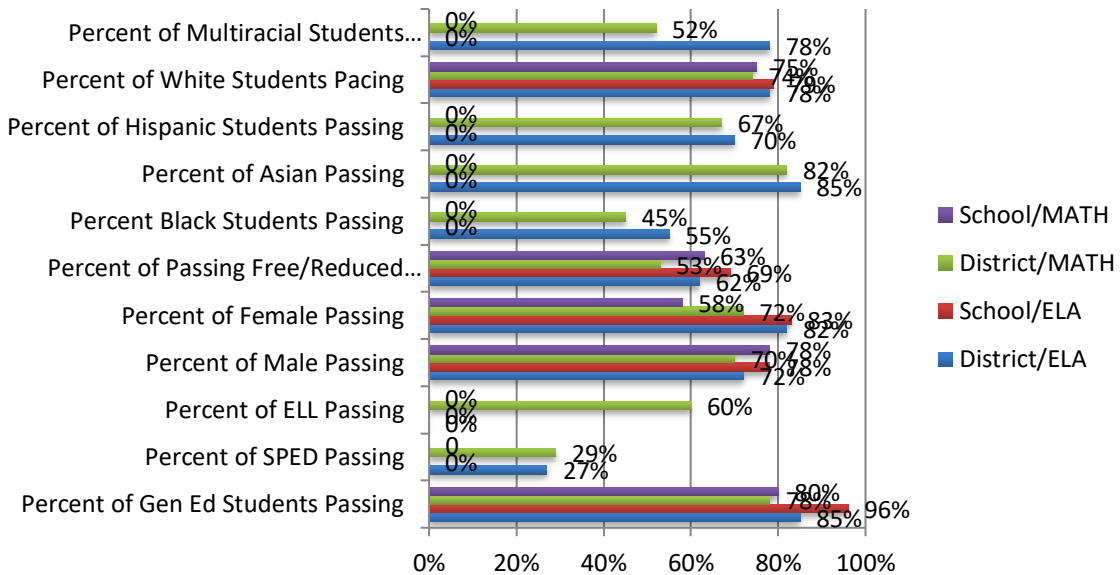
ELA	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Reading: Literature and Vocabulary	58.90	57.79	1.11	47.00	11.90	10.79
Reading: Nonfiction, Vocabulary, and Media Literacy	60.83	60.02	0.81	43.00	17.83	17.02
Writing: Genres, Writing Process, Research Process	67.77	66.73	1.04	59.00	8.77	7.73
Writing: Conventions of Standard English	63.90	62.88	1.02	54.00	9.90	8.88
Math	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Number Sense and Computation	70.30	71.52	-1.22	63.00	7.30	8.52
Algebra and Functions	64.30	64.26	0.04	53.00	11.30	11.26
Geometry and Measurement	42.97	46.49	-3.52	29.00	13.97	17.49
Data Analysis and Statistics	71.80	70.70	1.10	59.00	12.80	11.70
Mathematical Process	51.57	56.12	-4.55	1.00	50.57	55.12
Science	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Physical Science	60.57	63.94	-3.37	52.00	8.57	11.94
Earth Science	69.83	69.45	0.38	59.00	10.83	10.45
Life Science	62.50	61.47	1.03	51.00	11.50	10.47
Science, Engineering and Technology	73.17	73.39	-0.22	58.00	15.17	15.39
The Nature of Science	65.50	68.57	-3.07	1.00	64.50	67.57
The Design Process	65.87	65.88	-0.01	50.00	15.87	15.88



## 5th Grade Subgroup Comparison



## 6th Grade Subgroup Comparison





## SMART Goal for Making AYP –

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**Our Reality:** In 2017-2018, AHE was designated a “A” school by the Indiana DOE. In 2017-2018 Arlington Heights earned 70.7 performance points and 128.5 growth points. Arlington Heights received 117.9 points for Top 75% Growth in Math and 155.2 points for Bottom 25% Growth in Math. Arlington Heights Elementary received 102.1 point for Top 75% Growth in English/Language Arts and 138.5 points for Bottom 25% Growth in English/Language Arts.

**One-Year Goal for Meeting AYP:** On ILEARN 2018-2019, the overall percent pass for ISTEP-ELA will earn 3.0 points (80%) and for ISTEP-Math will earn 3.0 points (80%). On ILEARN in 2018-2019, the Bottom 25% and the Top 75% will exceed the bonus target for achieving high growth on ISTEP-ELA and for ISTEP-Math.

# Monroe County Community Sch Corp

## 2018 Annual Performance Report

### Arlington Heights Elementary Sch, Bloomington 6181

Indicator	School Results				State
	'14-'15	'15-'16	'16-'17	'17-'18	Total
A-F Accountability Grade	B	B	B	A	
Student Enrollment	340	344	316	314	1,139,822
Number of Certified Teachers	25	28	27	26	60,085
Percentage of Students Passing IREAD	84.8	90.9	94.2	87.8	86.6
* Grade 3 Percent Passing ISTEP+ Math Standard	67.6	67.4	59.2	56.3	59.3
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	67.6	72.0	61.1	58.3	67.4
* Grade 4 Percent Passing ISTEP+ Math Standard	83.8	54.5	64.8	63.3	60.9
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	83.3	69.6	78.3	56.3	63.8
* Grade 4 Percent Passing ISTEP+ Science Standard	81.1	59.3	81.0	53.1	57.6
* Grade 5 Percent Passing ISTEP+ Math Standard	72.3	73.5	54.2	87.9	65.6
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	47.8	73.5	57.1	84.8	60.4
* Grade 5 Percent Passing ISTEP+ Social Science Standard		70.5	57.1	84.8	56.0
* Grade 6 Percent Passing ISTEP+ Math Standard	48.8	72.3	70.0	64.9	57.9
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	48.8	73.9	80.0	64.9	65.2
* Grade 6 Percent Passing ISTEP+ Science Standard	51.2	72.3	70.0	51.4	58.2
Pupil Enrollment to Certified Employee Ratio	10.9	9.7	8.8	8.9	13.5
Attendance Rate	95.9	95.8	95.7	95.6	95.3
Number of Students with More Than 10 Unexcused Days Absent	18	21	26	27	76,150
Number of Students absent greater than 10% of School Year	12	20	21	20	80423
Number of Students Suspended	39	18	16	22	96,436
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	1	2	2	3	5,749
Number of Out of School Suspensions	53	31	8	15	65,437
Number of In School Suspensions	80	11	13	12	49,853

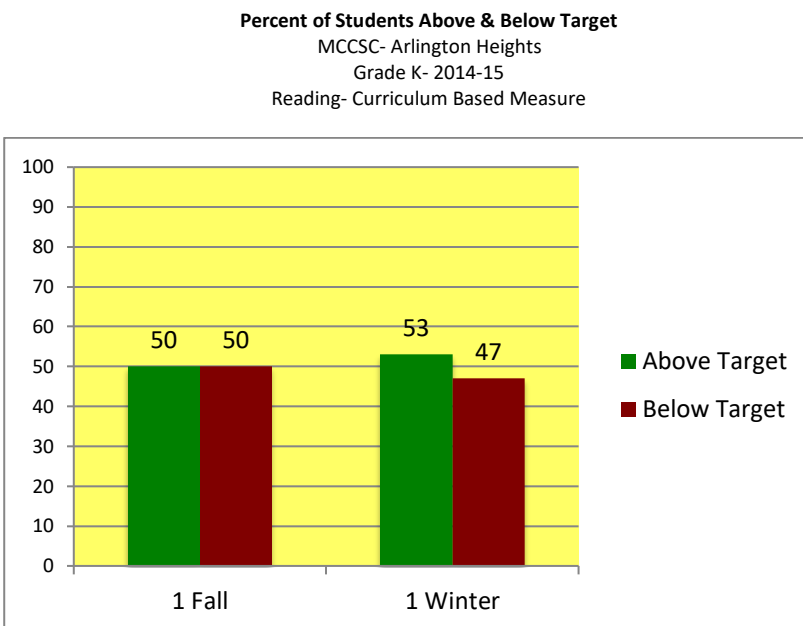
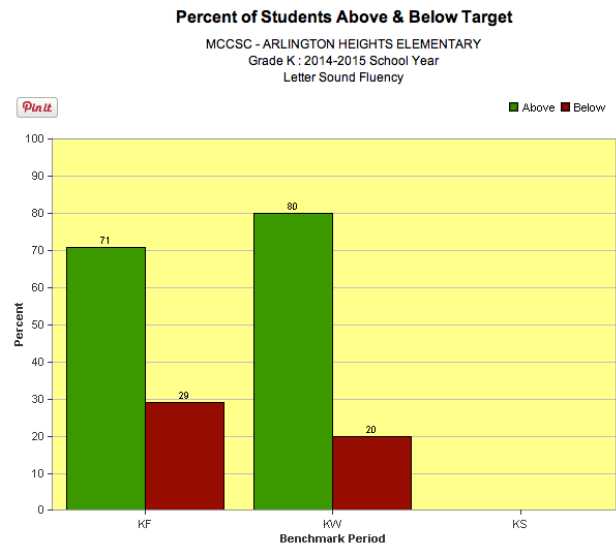
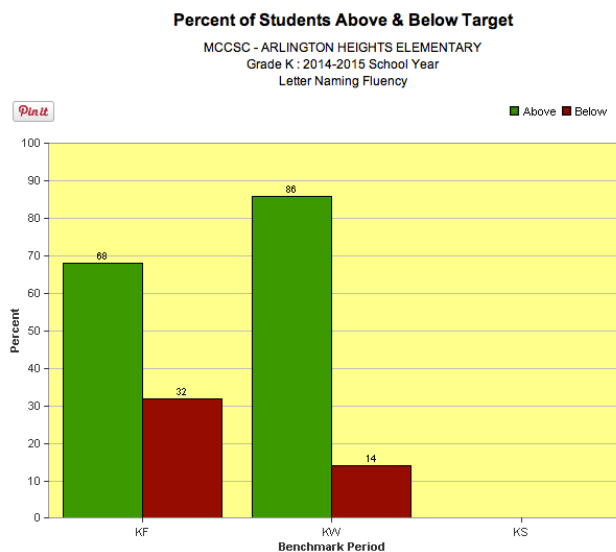
\* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

\*\*\* Suppressed

14 of 30

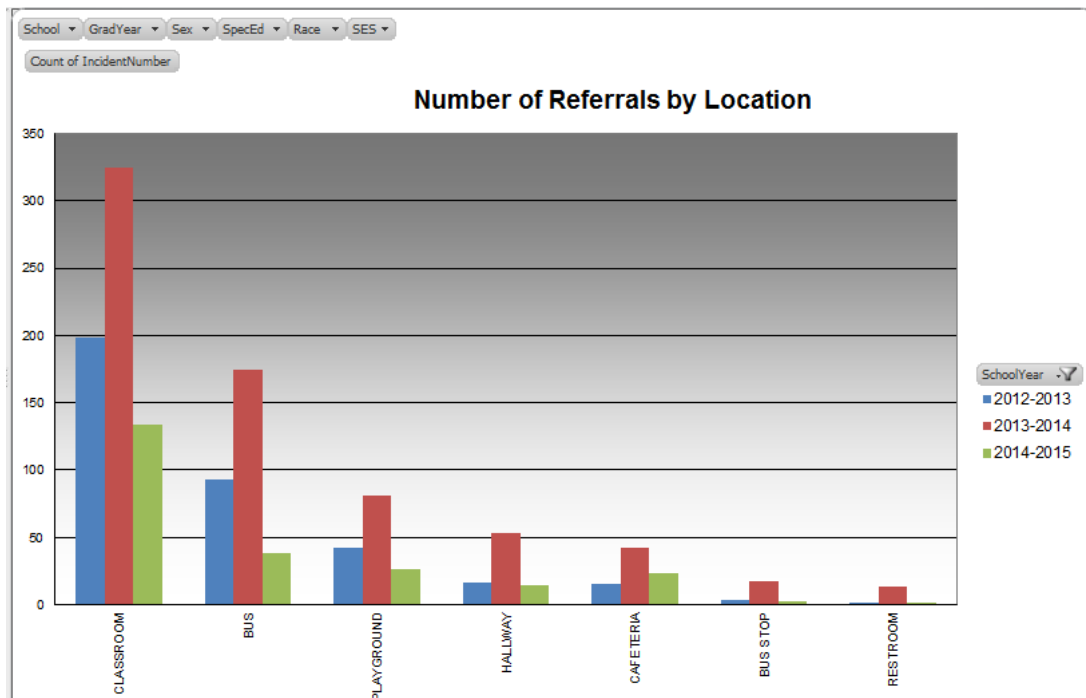
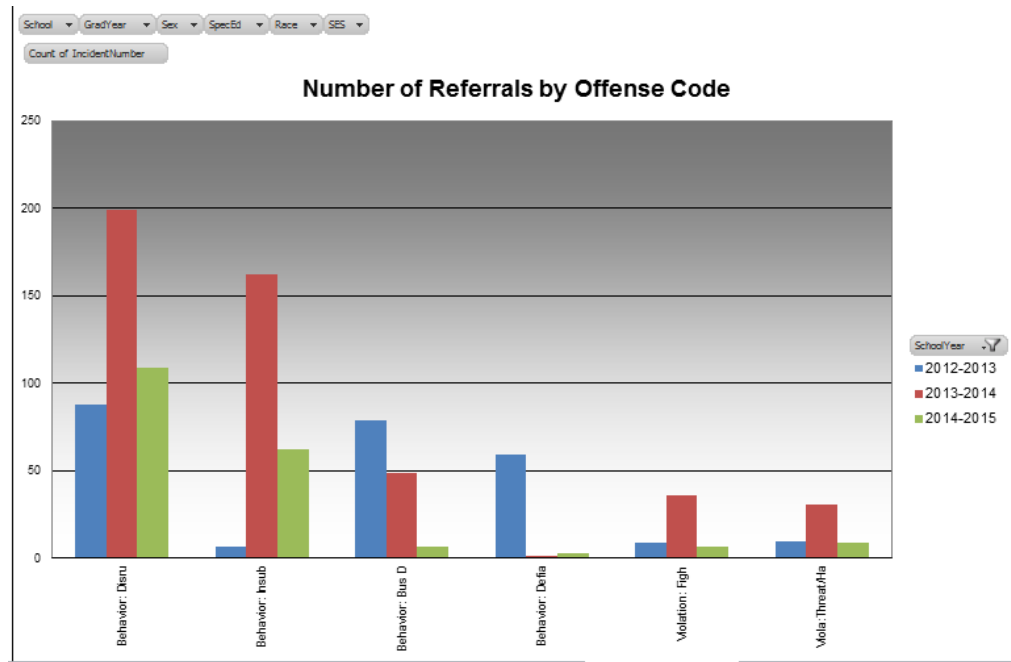
AIMSweb assessments are given to all kindergarten and first grade students on the following schedule as a universal screener. In 2014-2015, 86% of kindergarten students scored at or above the fiftieth percentile on Letter Naming Fluency and 80% scored above the fiftieth percentile on Letter Sound Fluency by the winter administration. 53% of first graders met the target for Reading Fluency (R-CBM) at the winter administration.

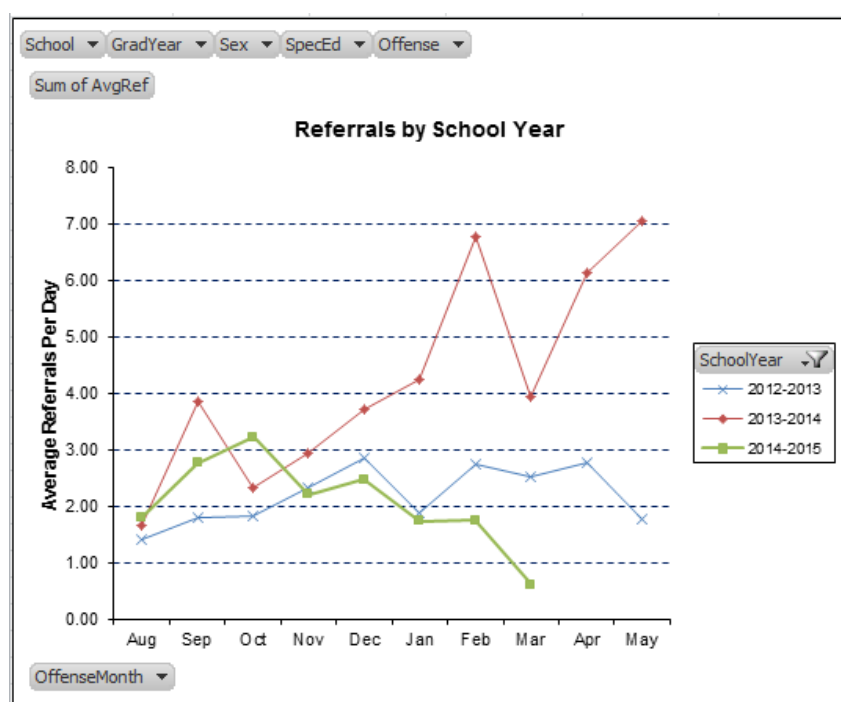
K Fall (August)	K Winter (December)	K Spring (May)	1 Fall (August)	1 Winter (December)	1 Spring (May)
LNF	LNF	LNF	R-CBM	R-CBM	R-CBM
LSF	LSF	LSF			



## Behavior Data

Disruptive and insubordinate behaviors in the classroom and on the bus continue to be the most frequent problem behaviors. The trend line by month is fairly consistent from year to year for the average number of referrals by month. The Positive Behavior Supports Coordinator and PBS Committee continue to work to address these issues.





## High Reliability Schools – Level 1 Survey Results (Teachers & Administrator)

The administrator, teachers, and other personnel at Arlington Heights Elementary School were asked to respond to an online survey designed to gauge their school's initial status on the first level of the High Reliability Schools (HRS) framework. This was the first time that AHE personnel took this survey. Table 18 summarizes the overall mean scores for each leading indicator. Table 18 indicates that the administrator's item responses for leading indicator 1.1 had the highest overall mean (4.57). Administrator's item responses for leading indicator 1.7 had the lowest overall mean (2.00). Table 18 indicates that the teachers' and staff members' mean item responses for leading indicator 1.4 had the highest overall mean (3.69). Teachers' and staff members' mean item responses for leading indicator 1.5 had the lowest overall mean (2.62).

**Table 18: Overall Mean Scores for Level 1 Leading Indicators**

Leading Indicator	Administrator		Teachers & Staff	
	M	SD	M	SD
1.1: The faculty and staff perceive the school environment as safe and orderly.	4.57	0.53	3.60	0.30
1.2: Students, parents, and the community perceive the school environment as safe and orderly.	4.00	1.00	3.29	0.30
1.3: Teachers have formal roles in the decision-making process regarding school initiatives.	3.40	0.89	3.23	0.42
1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	3.33	1.12	3.69	0.44
1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	3.40	0.89	2.62	0.20
1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	3.11	0.93	2.75	0.50
1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	2.00	0.00	3.02	0.12
1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	2.86	1.35	3.20	0.26

Note. M = arithmetic mean; SD = standard deviation.

## SWP Goals

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While the data in the previous section represents our current reality and is an accurate reflection of key areas of school performance, it does not represent our future. We believe that through developing our Professional Learning Community and through more enhanced implementation of RTI that we will become a Four Star School. We have set the following goals to achieve this vision.

### Three-Year Academic Achievement Goal:

We will increase student achievement and close the achievement gap in ELA and Math performance as measured by ILEARN. Within three school years (start August 2019, end June 2022) we will meet the standards for Exemplary Progress defined by PL221 and the DOE.

#### 2019-2020 Academic Achievement Goal:

By 2020 ISTEP, 81% of students will pass the ELA portion and 81% of students will pass the ISTEP-Math.

*Target #1 for ISTEP-ELA:* The median percent of students hitting their high growth target in the "Prior Year Bottom 25%" group will increase.

*Target #2 for ISTEP-Math:* The median percent of students hitting their high growth target in the "Prior Year Bottom 25%" group will increase.

*Target #3 for Focus Targeted Groups:* The percentage of students in the special education subgroup who will pass ILEARN will increase.

### Three Year Behavior Goal:

We will increase the respectful interactions between all stakeholders and will increase effective classroom participation.

#### 2019-2020 Behavior Goal:

##### Suspensions year to date 2016-2017

In School - 5

Out of School - 5

##### Referrals year to date

Fall 2016 - 138

Fall 2017 - 80

##### Suspensions year to date 2017-2018

In School - 5

Out of School - 8

#### Preventative Steps:

- Weekly social skills instruction for all students
- Individualized social skills for students who need additional instruction
- Restorative practices implemented for students experiencing conflict with others
- Parent communication re: social skills and behavioral expectations
- Referrals to General Education Initiative for strategies and further steps
- Creation/revision of behavior plans
- Monthly behavior data analysis to determine additional supports for students having behavior difficulties
- School-wide positive behavior celebrations to recognize students with positive behavior
- Parent conferences
- Referrals for outside counseling

*Our Goal:* Decrease the number of referrals by 10% during the 2019-2020 School Year.

*Target for Behavior Goal:*

### Three Year Attendance Goal:

We will maintain or increase our student attendance as measured by daily attendance. We will meet the standards for attendance for a Four Star School defined by the DOE.

#### 2019-2020 Attendance Goal:

*Our Reality:* The attendance rate for AHE over the last three reported years (16-17, 17-18, 18-19) has been 95.7%, 95.6%, ??? respectively. The State of Indiana attendance rate in 2017-2018 was 95.3%.

*Our Goal:* By the end of the 2019-2020 school-year the attendance report will note that we increased our attendance rate by 1.0%.

*Target for Attendance:* 96.6% attendance

### SWP Reform Strategies to Support Goals

Strategies to support Academic Achievement and Behavior Goal				
Art and Science of Teaching – Lesson Segments Involving Routine Events				
Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?				
Design Question 6: What will I do to establish and maintain classroom rules and procedures?				
Title	Timeline	Responsibility	Strategy	Outcome
1	Aug & ongoing	Teachers with leadership from ASoT Cohort members	Teachers will present an overview of DQ #1 (learning goals, tracking and celebrating) & #6 (rules & procedures) from the Art and Science of Teaching.	Faculty meeting agendas will note ASoT presented
2	review and confirm when ISTEP data is released in the fall, Maps sent to parents at the start of the year and as new students move in	PLC Teams	Analyze EL maps against relative strengths and weaknesses for cohorts of students to appropriately ‘weight’ teaching of ELs making sure that all ELs have been taught in Core prior to the second week in February. In February, PLC Teams will map ELs to be covered in February through the end of the year.	PLC Team maps for Core ELs will be available in the PLC Team’s binder. Core EL maps will be sent home to parents at the start of the year and as new students move in.
3	Fall, winter and spring meetings	Homeroom and Tier 2 or Tier 3 teachers, principal	Teachers will meet with the principal to review student performance/learning notebooks with information about students that they serve. Information in the notebook includes items such as the number or percent of students who are meeting grade level expectations and are on target to pass ISTEP, the reading level of each student, the EL proficiency data as well as standardized test data, etc.	Calendar of meetings that notes teachers met with the principal to review notebooks.
4	Ongoing	PLC Teams	PLC Teams will increase time spent collaborating on instructional practices by using a calendar to document future plans for Core and Power Group instruction start and end times, analysis of student work, and assessment.	PLC Teams Calendar will document dates that discussion about instruction, analysis of student work or assessment will occur.
5	faculty meeting, ongoing	Teachers	Teachers will share examples of student academic tracking sheets and ways to celebrate student success.	Teachers will facilitate students tracking their own progress on at least 1 EL per quarter.

6	Per PLC Team calendar	PLC Teams	PLC Teams will set and monitor SMART goals for core Mathematics ELs	Each PLC will maintain an Instructional Planning Sheet for each ELA & Math EL in a binder.
7	At opening faculty meeting, in first week for students and as students move in	PBS Team, Teachers, Office	Staff and teachers will review rules, procedures and expectations. PBS Team will clarify a teaching plan.	Matrix of school-wide behavioral expectations will be included in student handbook, and faculty handbook. Teaching plan will be included in the master calendar.
8	Aug, Oct, Jan, Apr, ongoing as needed	PBS Team, Teachers, Administration, & students	Teachers will explicitly teach the school-wide expectations at the beginning of the year, after scheduled breaks and as needed based on office referral data. New students will be taught schoolwide expectations when they enroll.	Schedules for teaching plan will be included in the master calendar.
<b>Art and Science of Teaching – Segments Enacted on the Spot</b> Design Question 5: What will I do to engage students? Design Question 7: What will I do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures? Design Question 8: What will I do to establish and maintain effective relationships with students? Design Question 9: What will I do to communicate high expectations for all students?				
Title	Timeline	Responsibility	Strategy	Outcome
9	Fall	Principal and PBS Coordinator	Principal will clarify school level discipline system for teachers (what behaviors are addressed in the classroom, what behaviors are referred to the office, what behaviors require a plan). Teachers will identify the ways they respond to behavior prior to seeking office level support.	Faculty meeting agenda will note teachers discussed ways they respond to behavior. Principal will provide document that clarifies school level discipline system.
10	August faculty meeting with DQ #6, Ongoing	PBS Team & teachers	PBS Team will support staff in implementing systems for recognizing appropriate behavior of students. PBS Team will provide staff and teachers with resources, information, and support in implementing PBS systems in class and schoolwide. PBS Team will regularly review and analyze office referral data to determine areas of concern.	PBS Team meeting will reflect recognizing students, providing information about praise to correction rate, and review PBS data.
11	By Dec	GEI Team & PBS Team	The GEI (General Education Intervention) & PBS Teams will clarify and improve communication of support plans for behavior.	Faculty will be familiar with and use support plans for behavior
12	Will begin by October 15 <sup>th</sup> and be complete by May 30 <sup>th</sup>	Social Worker, Teachers	Social worker will deliver Second Step (empathy, impulse control, anger management) curriculum and other resources to all K-2 students. Social worker will deliver Steps to Respect (bullying) curriculum and other resources	Social worker will document the dates of delivery of content to K-3 students. Social Worker or fourth – sixth grade teachers will document



			to all third grade students. Social worker will provide education and consultation for teachers to deliver bullying curriculum.	the delivery of a lesson on bullying to 4-6 <sup>th</sup> grade students.
13	By May 30, 2014	Administration, PLC Teams	Teachers will consider how elements from DQ#9 can help close the achievement gap.	PLC Teams will discuss DQ#9 and closing achievement gap.
<b>PLC Systems of Intervention and Enrichment</b> PLC 1. What do we expect students to know? PLC 2. How will we know that they know it? PLC 3. What will we do when students don't know? PLC 4. What will we do when they already know?				
<b>Title</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Strategy</b>	<b>Outcome</b>
14	Opening faculty meeting	Administration, Literacy Coach	Teachers will review data from ISTEP 2014, AIMSweb, and IREAD-3 to identify students who require Good Fit Plan (intervention plan for students in the bottom 25%ile or top 95%ile).	Faculty meeting agenda will note reviewing data and identifying list of students who need plans and who will initiate the plan.
15	September and every six weeks afterward	Homeroom Teachers, Literacy Coach	* For students in the bottom 25%ile, Good Fit Plans will include goals for more than one academic year's growth. Each 6-week plan will include a SMART goal that will ensure that more than one year's growth will be secured by the end of the school year. * For students in the top 95%ile, Good Fit Plans will include plans for addressing ELs in next grade level or higher.	* Bottom 25% Intervention plans will include goals paced to secure more than one year's growth. * Top 95% Intervention plans will address ELs in the next grade level (or higher grade levels).
<b>Strategy to Support Attendance Goal</b>				
<b>Attendance Program</b>				
<b>Title</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Strategy</b>	<b>Outcome</b>
16	As needed	Social Worker, Administration	When absences and tardiness present a pattern, a letter is sent by the school's social worker to student homes. Subsequent absences and tardiness are addressed with telephone messages, with home visits and referrals to public support agencies such as Department of Children Services (DCS).	Attendance letters and parent contact documentation

## Plan to Involve School Community with SWP

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Once approved by the MCCSC school board, AHE will post a copy of the schoolwide plan on the AHE website. Annual surveys for students, parents, and teachers will be given to collect evaluative feedback on the effectiveness of the school. Parents and community business members will be asked to participate in the Schoolwide Program Leadership Team and to review the schoolwide plan. The feedback from these groups will be included in the revision process. Parents are informed of the process for reviewing and revising the schoolwide plan at PTO meetings.

## Component 2 – Implementation of Reform Strategies

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### Existing Initiatives & Proposed Reform Strategies

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Arlington Heights Elementary School staff has implemented the following school-wide reform strategies to address the needs of all students:

#### 1. Art and Science of Teaching- Lesson Segments Involving Routine Events

The design questions of Marzano's Instructions Framework that involve Lesson Segments Involving Routine Events include: What will I do to establish and communicate learning goals, track student progress, and celebrate success? What will I do to establish and maintain classroom rules and procedures? The AHE Art and Science of Teaching (ASoT) Cohort members will present an overview of these design questions in the fall of 2014 at a faculty meeting. Following faculty meetings will be used to reflect on and share implementation of this knowledge.

AHE teachers are all members of a grade level PLC Team that will continue to meet weekly for one hour. During this time teams review core instruction, assess student learning, and plan supplemental instruction to provide for the success of all students. MCCSC is committed to the process of PLCs and provides ongoing training for schools. Teachers will continue to analyze EL maps to ensure that all ELs have been taught in core prior to the second week in February. Teachers will conduct quarterly meetings with the Principal to review information in learning notebooks to analyze student performance. Teachers and students will review students' self-tracking data and regularly celebrate successes. We will continue to use and revise Instructional Planning Sheets with an emphasis on describing our core instruction. PLC Teams will increase time spent collaborating on instructional practices by using a calendar to map PLC responsibilities. In addition to setting and monitoring ELA SMART goals, PLC Teams will set and monitor Math SMART goals through the use of Instructional Planning Sheets. AHE will continue to use the PBS Matrix of School-wide Expectations. Students will participate in location specific explicit teaching of the School-wide Expectations at the beginning of the year, as new students move in, and as needed based on office referral data.

#### 2. Art and Science of Teaching- Segments Enacted on the Spot

The design questions of Marzano's Instructions Framework that involve Lesson Segments Enacted on the Spot include: What will I do to Engage Students? What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures? What will I do to establish and maintain effective relationships with students? What will I do to communicate high expectations for all students? The AHE Art and Science of Teaching (ASoT) Cohort members will present an overview of these design questions in the fall of 2014 at a faculty meeting. Following faculty meetings will be used to reflect on and share implementation of this knowledge. Teachers will also meet with the AHE administration to consider how to maintain high expectations for all students and close the achievement gap.

The school social worker will continue to implement the Second Step program in grades K-2 and implements the Steps to Respect program with third grade students. In grades four through six, the social

worker consults with homeroom teachers to supply bully prevention materials and address specific issues and skills. The administration (principal and PBS coordinator) will continue to use the protocols recommended by the Well Managed Classroom and School Program. Protocols such as the initial report, a behavior contract, mediation report, and formal apology will continue to be implemented. Support plans for behavior are developed by the PBS coordinator and teachers, the General Education Intervention (GEI) team, or a special education teacher and a teacher. The GEI team will work to clarify and improve support plans for behavior.

The PBS Team at AHE will continue to provide information, resources and support to classrooms in their PBS implementation. The PBS team will regularly review and analyze office referral data to determine areas of concern. To further support this, the Principal will clarify a school level discipline system to all staff members. The Well Managed Classroom is behavior management training that is focused on proactively teaching procedures and behavior expectations, praising wanted behaviors and correcting unwanted behavior by teaching appropriate replacement behaviors. Well Managed Classroom training supports PBS implementation. Well Managed Classroom training and ongoing consultation support will be offered to any interested AHE faculty and staff members.

### 3. PLC Systems of Intervention and Enrichment

Professional Learning Community Teams focus their work on answering four key questions: What do we want students to know? How will we know when students have learned what we want them to know? What will we do when students have not learned what we want them to know? What will we do when students have already learned what we want them to know? At Arlington Heights we use Good Fit Plans and Good Fit Team Time meetings to address intervention and enrichment. In 2014-15, Good Fit Plan Teams, made up of the homeroom teacher and all Tier 2 and Tier 3 teachers who work with a student will develop, implement and monitor formal intervention plans. The plans are referred to as Good Fit Plans and are created for every student who scores in the bottom 25<sup>th</sup> percentile or the top 95<sup>th</sup> percentile on NWEA Reading or on AIMSweb K-1 benchmarking. Good Fit Plan Teams will meet every six weeks during the 2014-15 school year to communicate about intervention strategies and progress toward plan goals.

### 4. Attendance

Arlington Heights Elementary School provides students and school families with regular and accurate information regarding school session times and release days. In addition, when absences and tardiness present a pattern, a letter is sent by the school's social worker to student homes. Subsequent absences and tardiness are addressed with telephone messages, with home visits and referrals to public support agencies such as Department of Children Services (DCS). The school social worker and principal meet with students and parents/guardians when social services and health services are needed to help children maintain steady attendance in the school program. Students receive yearly "excellence in attendance" awards as recognition for outstanding attendance. The hope is that the attendance incentive/recognition program will help increase our overall attendance percentage.

## Justification of Implementation of Schoolwide Reform Strategies

Existing initiatives and proposed reform strategies are research based. Professional Learning Communities are based in the research of Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many. Curriculum mapping and Growth Based report cards are based on the work of Robert Marzano. The Art and Science of Teaching Cohort is supported by the research of Robert Marzano. Steps to Respect and Second Step are supported by a variety of research such as Brown, E. C., Low, S., Smith, B. H., & Haggerty, K. P. (2011). RTI (Response to Instruction) work is supported by research by Buffum, Mattos and Weber (2009). Positive

Behavior Supports Programing is based on research of Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J.

The existing initiatives and proposed reform strategies strengthen the core academic program because they are all global in nature. PLCs and the resulting Tiered supports provide opportunities by increasing the amount and quality of learning time. The reform strategies also provide for constant evaluation by PLCs, Good Fit Plan Teams, and GEI of whether the needs of low performing students are being met.

### Schoolwide Reform Strategies are Consistent with State and Local Plans

Arlington Heights Elementary School utilizes the Indiana Academic Standards in all grade levels and for all subject areas. Both classroom assessment and NWEA are aligned with the Indiana Academic Standards and student progress is noted for both individual achievement and for student learning based on state requirements. The ISTEP+ is used to analyze individual student progress in tested areas and also to compare trend data for student groups. Classroom instruction includes practices that have been supported by district professional development (Examples include literacy growth, Envision Math and inquiry-based science) and based on effective schools research and contemporary subject-area literature. Because the linkage between curriculum, classroom instruction, and assessment has continued to be important in the school program, we believe the reform strategies are consistent with local and State plans.

Attendance at school is viewed as a priority and Arlington Heights Elementary strives to meet the state standard for attendance. The school implements attendance supports using means that the district provides in addition to phone messages, letters, home visits, and community agencies (Department of Children's Services, Bloomington Police, Probation) when it is necessary to help families maintain regular attendance.

### Technology as a Learning Tool

Arlington Heights Elementary School recognizes that technology is the key resource for students who are digital learners. In order to prepare AHE students for full participation in a variety of personal and professional endeavors, it is necessary to develop technology skills as an integral part of our educational program. AHE holds the following beliefs about technology integration:

1. Teachers in all grade levels must utilize computers and additional available items (i.e. iPads, printers, scanners, digital cameras, projectors, Smart Board) during instruction.
2. Teachers must have access to technology such as iPads, and a variety of high quality apps that allow students to create products, engage in acquiring new information, and engage in practicing and deepening their knowledge.
3. All students must have access to web-based curricular supports such as Study Island. Study Island is web-based software that offers study questions, games for learning and review, and test items based on Indiana's academic standards.
4. Additional technologies which support learning of Essential Learnings must be acquired as funding permits. Purchases may include hardware and software, lab and classroom items, and training for the staff to learn about implementation and new products.

### Cultural Competency

The AHE learning community develops cultural competency in students and staff through:

- reviewing curriculum for balanced representation
- recognizing and supporting individual identity, family and culture backgrounds, beliefs, and special needs and abilities of students.

- providing access to important and challenging coursework to all students
- reviewing disaggregated student performance data

The school's plan for Cultural Competency includes the following features:

- Instruction that addresses the student's need to understand his/her personal learning, the student's need to understand and respect the learning needs of others, and the role of the school to support student learning about the world and learning programs available in work, careers, and higher education,
- On-going professional discussion to raise awareness of the educational needs of students who live in varied economic environments that include poverty, students from varied ethnicities and cultural backgrounds, students who have one or more challenges to learning that must be addressed by support personnel,
- Offering students multiple opportunities to present their work in varied measures, with creative products, with presentations of varied formats.

### **Component 3 – Highly Qualified Teachers (Core Content Areas)**

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As a member of the Monroe County Community School Corporation, Arlington Heights Elementary subscribes to the policies and practices for hiring implemented by the school district. During the spring semester, staffing needs are considered at the building level by the building administrator and teachers on the Staff Needs Committee and anticipated needs are forwarded to the Assistant Superintendent who oversees Human Resources. The central office of the school district provides a meeting for the Principal and staffing allocations are made for the coming year. When staff openings are noted, the Principal and Human Resources Department provide an initial interview for prospective teaching candidates. Criminal history checks, university transcripts, and licensure are reviewed prior to these meetings. When candidates are new to the district, the school offers candidates an interview at the school that includes teachers, parents, and the school principal. During this meeting, the position opening is fully described and information about the school program is shared in tandem with information about expectations for the school staff. When the building committee reaches agreement, the candidate's name and contact information are sent to the Assistant Superintendent for a final interview and possible position offer. When candidates are provided as internal transfers, the Human Resources Department discusses placement with the building Principal and these posts may be filled after an interview with the Principal and a committee of building teachers. In all cases, the Human Resource Department for the MCCSC reviews the criminal history checks, licensure, and transcripts for teacher selection and forwards only those candidates known to be "highly qualified."

Human Resources Department, Monroe County Community Schools			
Teacher	Position	HQ Status	HQ Status Requirement Met by
Karen Bennett	Teacher, Music education (.4)	HQ	License, HOUSSE
Corrie Carnegie	Teacher, Kindergarten	HQ	License, Praxis II
Amanda Memering	Teacher, Special Education	HQ	License, Praxis II
Elizabeth Chadwell	Teacher, Grade 1	HQ	License, Praxis II
Lindsay Root	Teacher, Grade 1	HQ	License, Praxis II
Jennifer Fox	Teacher, Grade 3	HQ	License, Praxis II
Beth Haeberle	Teacher, Title 1 services (.5)	HQ	License, HOUSSE
Nan Plumer	Teacher, PBS Coordinator	HQ	License, Praxis II
Diane Lukasik	Teacher, Grade 4	HQ	License, Praxis II
Lindsey Holmberg	Teacher, Special Education	HQ	License, Praxis II
Stephanie Momcilovic	Teacher, Kindergarten/1 <sup>st</sup> split	HQ	License, Praxis II
Claire Mickey	Literacy Coach – Title I	HQ	License, Praxis II
Michelle Muzii	Teacher, Special Education	HQ	License, Praxis II
Jon Neiswanger	Teacher, Grades 5 & 6	HQ	License, Praxis II
David Tyler	Teacher, Physical Education (.7)	HQ	License, Praxis II
Leslie Paflas	Teacher, Grades 5 & 6	HQ	License, Praxis II
Amanda Patrick	Teacher, Art (.5)	HQ	License, Praxis II
Jamie Tremblay	Teacher, Grade 1	HQ	License, Praxis II, Nat. Board Crt.
Meghann Goetz	Teacher, Grade 4	HQ	License, Praxis
Kelly Deppen	Speech Language Path (.5)	HQ	License, Praxis II
Shari Sanders	Teacher, Library sciences (.6)	HQ	License, HOUSSE
Wendy Woodbury	Teacher, Title I services	HQ	License, NTE
Ben Jones	Teacher, Grades 5 and 6	HQ	License, Praxis II
Ami Armstrong	Teacher, Kindergarten	HQ	License, Praxis II
Erin Thompson	Teacher, Music education (.3)	HQ	License, Praxis II
Mary E. Teague	Teacher, Grade 2	HQ	License, HOUSSE
Terri Whiteman	Teacher, Title 1 services	HQ	License, NTE
Samatha Yoho	Teacher, Kindergarten	HQ	License, Praxis II

Name	Assignment	Fund Source	HQ Status
Deborah Kloppel	Special Education Paraeducator	Special Education	Yes Para Pro
Renee Henderson	Special Education Paraeducator	Special Education	Yes Para-Pro
Kelli Hancock	Special Education Paraeducator	Remediation	Yes Para Pro

Remediation aids provide “instructional support services under the direct supervision of a teacher.” Aids at Arlington Heights are assigned to work with the school’s Title I or homeroom teachers and are charged with facilitating supplemental services for students in grades K-6. Supplemental services include but are not limited to conducting Tier II small group instruction for students in grades K-6, organizing and collecting materials for the literacy circles, assessing student progress and recording measured progress, and participating in parent literacy activities.

Special education paraeducators provide instructional support services under the direct supervision of special education teachers. The SE paraeducators work with the SE teachers to provide educational support to students identified with disabilities. Their assignments include planning activities and lessons with teachers,

working directly with individual students and small groups of students, ensuring that materials are provided and stored in the resource room and classrooms, and working collaboratively with classroom teachers.

## **Component 4 – Professional Development**

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### **Current Professional Development**

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Professional development is currently in place for existing initiatives: District Curriculum Mapping for ELA and Math, and Art and Science of Teaching Cohort. AHE teachers participate in one or more of these district trainings throughout the year. Trainings support research based initiatives and are held off site.

### **Professional Development Needed to Implement SWP**

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Professional development to support school reform strategies include: District Curriculum Mapping for ELA and Math, Art and Science Cohort, and Positive Behavior Supports Programming. AHE teachers will participate in one or more of these district trainings throughout the year. Trainings support research based initiatives and are held off site. Participation in professional development will be critical to the ability of teachers to create the outcomes for reform strategies defined in the schoolwide plan.

### **Professional Development Plan Resources & Timeline**

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<b>Professional Development Needed</b>	<b>Resources Required</b>	<b>PD Training Implemented by</b>	<b>Strategy Outcome Completed by</b>
How to implement The Art and Science of Teaching in classrooms and throughout the school.	Literacy Coach Support  <u>The Art and Science of Teaching</u> by Robert J. Marzano	Throughout the school year	June
How to create Good Fit Plans that will result in gains of more than one academic year's growth for students in the bottom 25%.	<u>Data Coaches Guide to Improving Learning for All Students</u> – refer to page 90, Task 3 and page 104, Task 4.	Aug	May
How to increase the praise to correction rate in classrooms.	PBS Team consultation	Sept & ongoing	Fall
How to create Good Fit Plans that address the needs of students in the top 95% on NWEA.	<u>Kingore Observation Inventory, Second Edition</u> (Kingore, 2001)	Oct	May
How to deliver bullying curriculum	Social worker consultation with teachers.	Oct	May
Orientation for new teachers to Art and Science of Teaching and to the work of PLC Teams	All new teachers in MCCSC are assigned a mentor at the building level for guidance and assistance.	Throughout the school year	June

## **Component 5 – Attract Highly Qualified Teachers**

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The School Board of Trustees for the Monroe County Community Schools has set hiring guidelines so that consideration is given to only applicants who have professional credentials that meet the definition of “highly qualified.” The school has retained teachers who meet the “Highly Qualified” status by using the following:

- The school provides a safe and orderly professional environment that offers trained individuals with opportunities to work in their chosen field.
- The school provides and encourages members of the school staff to participate in school wide decision-making, specific tasks (i.e., equipment purchases), program planning, and data analysis.
- The school follows the staff evaluation schedule and format so that concerns and individual plans/needs can be addressed in a private setting.

## **Component 6 – Parental Involvement**

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### **Parents are Partners**

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Arlington Heights Elementary views parents as partners in helping students learn. One of the primary aspects of our school program is frequent and regular communication between home and school. The school uses a variety of methods to inform and welcome parents to the school program as participants and decision-makers.

Conferences are held each fall at the end of the first grading quarter in order for parents to speak directly to their child’s teacher. If parents have difficulty with English or are new to the United States, a translator is available to participate in the conference with teacher and parent. Conferences may include samples of student work, discussion of grading and progress reports, results of standardized assessments, and any other topics related to the student’s achievement and/or attendance at the school. Teachers use conferences to plan student learning, suggest supports for learning outside the school, and discuss goals for the student in achievement and/or attendance. Additional conferences are held at the request of parents or the teacher throughout the year in order to provide parents with information about performance on ISTEP+, NWEA, grade level ELs, or to review Good Fit Plan progress, celebrations of success or ways that parents can support learning.

Parents are informed about their student’s progress at the end of each grading quarter and may also receive special information about Good Fit Plan progress. When students are identified for services for special education, for high ability programming, for ENL services, parents are invited to participate in learning plans that address their student’s achievement at the school. Parents may bring information from other sources to school meetings and may offer suggestions to change or add services and resources.

The school provides opportunities for parents to participate in learning extensions and in recreational events at the school. Parents receive information and invitations to curricular offerings at events such as Back-to-School Night (September), Title 1 Parent Literacy Nights, family nights, and additional school sponsored parent trainings. Parents may participate in the Parent-Teacher Organization as leaders and volunteers and may act as field trip chaperones. Teachers offer parents opportunities to learn about and participate in a variety of classroom events. Classroom projects requiring additional supervision and small groups for students engaged in cooperative learning take place at all grade levels.

### **Title I Annual Parent Meeting**

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The Title I Information Meeting took place in the school's gymnasium and included childcare services, and reading materials for students. The meeting provided an overview of the school program, the school improvement process, and the participation opportunities in the school.

## MCCSC TITLE I

*What Parents Need to Know!*

Mrs. Shannon Carroll-Frey  
AHE Principal

1

### Welcome Back!

- Celebrations:
  - 2012 Indiana DOE "A" School
  - 2013 IREAD-3: 91.4% of 3<sup>rd</sup> graders passed (2012 IREAD-3: 92.5% passed)
  - Victor Oladipo visited AHE
- We are engaged in doing the work to make this another successful and memorable year for our students.

2

### What is Title I?

- Title I is a federal grant program that provides funding for literacy instruction.
- Grant funds awarded to the school are based on the percentage of students at the school who qualify to receive assistance for meals.
- Funds are used for
  - Staffing teachers who are highly qualified in instructional practices such as reading intervention
  - Family Literacy Coordinator- Theresa Malone
  - Materials and resources

3

### AHE Title I Supports Learning!

- All grade levels have reading and writing intervention/enrichment time (Power Groups). This is in addition to the core instruction time provided by classroom reading block.
- Groups are fluid and change as children master skills and strategies.
- We use Wednesday mornings to regularly review assessments and use that information to respond to each child's need.

4

### Guaranteed & Viable Curriculum

- Our school is committed to providing a guaranteed and viable curriculum.
- The core curriculum map for each grade level is available for parents. Teachers will provide this document to families.

5

### Assessments

**Common Formative Assessments (CFA)**

**ISTEP**

**NWEA** (Northwest Evaluation Association)

**AIMSweb (Reading Fluency)**

6

### Growth Based Report Cards

- Parents can expect to receive information about their child's proficiency on each Essential Learning (EL) on the growth based report card. The growth based report card will note the starting proficiency level (benchmark) for each EL and will also note the current proficiency level for any EL that has been taught and assessed. The goal is for every student to become proficient (earn at least a 3) in every EL by the end of the school year.

7

### School-Parent Compact

- Commitment by teacher, parent and student to support child's learning.
- It is an acknowledgement that student achievement is the responsibility of teachers, school staff, parents and students.

8

### Parent Involvement Policy

- Highlights
  - Staff will use many ways to keep parents informed – achievement & responsibility cards, communication folders, planners. Also phone calls, meetings and email.
  - Family Learning Nights (Fall & Spring).
  - Information shared about how to help your child at home.
  - Parents help review and update this policy every year.

9

### Parent Involvement

Thank you for all you do!

- Keep coming to Family Learning Nights
- Stay touch with your child's teacher
- Volunteer
- Listen to your child read and read together

Together we can make a difference!

10

## AHE School-Parent Compact

Student Name (printed first and last name) \_\_\_\_\_

### Arlington Heights Elementary School-Parent Compact

Arlington Heights staff is committed to supporting your child's learning. This document provides an opportunity for you to acknowledge that student achievement is a responsibility of "home," school, and parents, and students.

Join us in making this promise to each other by signing below.

**Our School Pledge**

All school personnel will do their best to:

- Teach students using best practices strategies that support student learning. We will set high expectations and help all students achieve success in meeting the Indiana State Academic Standards.
- Provide Family Learning Nights that provide families with ideas of how they can help their children learn at home.
- Communicate with families through our website, newsletters, email, phone calls, notes and events such as Open House and Parent Teacher Conferences in order to explain and describe student achievement, explain the curriculum, and send home any pertinent information. We will return phone calls, notes, emails, etc. as soon as possible.
- Welcome parents to visit and/or volunteer in the classroom. Parents must make an appointment to visit.

AHE Teacher Signature \_\_\_\_\_

**Our Parent/Guardian Pledge**

I will do my best to:

- Ensure that, when hearing, my child attends school every day.
- Provide time and place for homework and help to reinforce what is taught in the classroom, check homework every night, and be available to help when needed.
- I will read to/with my child on a regular basis. I will discuss my child about what they are learning and encourage him/her to do their best. Attend Family Learning Nights, Parent/Teacher Conferences, and other important school events to help keep myself informed about my child's learning.
- Return phone calls, notes, emails, etc. as soon as possible and inform the teacher right away if my child has any problems with learning, doing their homework or has had a life event that could affect learning.

Parent Signature \_\_\_\_\_

**Our Student Pledge**

I will do my best to:

- Complete my class work and my homework to the best of my ability.
- Tell my teacher and my parents if I am confused or worried about school or homework and ask questions if I don't understand something.
- Give my parents school newsletters, notes and other important things each night.
- Follow the Schoolwide Expectations.

AHE Student Signature \_\_\_\_\_

**Schoolwide Expectations**

Arlington Heights teachers and staff will reinforce specific life skills known as schoolwide expectations. They set positive expectations for interactions that occur every day. It is our goal for parents to work as partners reinforcing the Schoolwide Expectations. The Schoolwide Expectations are listed on the back.

2013-2014

### AHE School-wide Expectations

	Be Safe	Be Kind	Be Responsible	Be Your Best
<b>Classroom</b>	Walk at all times. Keep hands and feet to yourself. Follow classroom rules and procedures. Use a quiet voice during all announcements and messages.	Think about others. Remember others are your best friends. Be friendly, use please and thank you. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.
<b>Playground</b>	Walk at all times and don't play until you are ready to play. Keep hands and feet to yourself. Follow playground rules and procedures. Use a quiet voice during all announcements and messages.	Be friendly. Remember others are your best friends. Be ready to learn. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.
<b>Hallway</b>	Walk at all times. Keep hands and feet to yourself. Follow hallway rules and procedures. Use a quiet voice during all announcements and messages.	Be friendly. Remember others are your best friends. Be ready to learn. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.
<b>Cafeteria</b>	Walk at all times. Keep hands and feet to yourself. Follow cafeteria rules and procedures. Use a quiet voice during all announcements and messages.	Be friendly. Remember others are your best friends. Be ready to learn. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.
<b>Restrooms</b>	Walk at all times. Keep hands and feet to yourself. Follow restroom rules and procedures. Use a quiet voice during all announcements and messages.	Be friendly. Remember others are your best friends. Be ready to learn. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.
<b>Assembly</b>	Walk at all times. Keep hands and feet to yourself. Follow assembly rules and procedures. Use a quiet voice during all announcements and messages.	Be friendly. Remember others are your best friends. Be ready to learn. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.
<b>Bus</b>	Walk at all times. Keep hands and feet to yourself. Follow bus rules and procedures. Use a quiet voice during all announcements and messages.	Be friendly. Remember others are your best friends. Be ready to learn. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.
<b>Dismissal/Dismissal</b>	Walk at all times. Keep hands and feet to yourself. Follow dismissal rules and procedures. Use a quiet voice during all announcements and messages.	Be friendly. Remember others are your best friends. Be ready to learn. Be respectful of yourself and others.	Follow directions right away. Be on time. Be ready to learn. Keep hands and feet to yourself when a teacher speaks to you.	Challenge yourself. Try to believe in you. Be happy. Be proud to wear your school clothes. Be a self-manager.

## AHE Parent Involvement Policy and Parents' Right to Know

### Parent Involvement at Arlington Heights Elementary School

**"Ready to Read Anything... Learning Anything... Do Anything!"**

At Arlington Heights Elementary School, parents are recognized to be an important part of each student's learning. We encourage parents to consider themselves as partners in the learning program at our school.


Arlington Heights Elementary School will follow the parental policy guidelines in accordance with No Child Left Behind Act of 2001 as listed below. This policy and the school-parent compact are mailed to parents and guardians.

**Arlington Heights Elementary will support parents by following the guidelines below:**

- AHE hosts a daytime and evening Title I parent meeting every fall. This policy and the School-Parent Compact will be reviewed. Parents will learn about their Title I rights and the school requirements. They will learn about how Title I funding is used at AHE. Parents will receive information about the curriculum, assessments and the Indiana academic standards. This information is available at family programs throughout the school year.
- AHE's Parent Teacher Organization serves as a conduit for parent involvement activity and programs. A PTO meeting to review and update the Parent Involvement Policy and the School-Parent Compact is scheduled early second semester. Our Schoolwide Plan is reviewed and revised annually by a committee which includes parents. We encourage parent comments and suggestions about the plan and other family programming. The Schoolwide Plan input is sent to the district administration.
- AHE uses multiple ways to keep parents informed about children's learning and academic progress. Report cards are sent home every nine weeks. Parent Teacher Conferences are held each fall semester. At the conference parents and teachers discuss student progress and learning needs. Parents learn about proficiency levels their child is expected to reach, how the teacher will support the child's learning and how parents can help at home. Parents may request to meet with the teacher (or principal) to discuss their child's progress at any time during the school year. Teachers also use more informal means of communicating with parents such as email and phone calls.
- Keeping all AHE families informed is important. Information about student learning and upcoming programs is translated into the family's first language whenever possible. Kindergarten transition activities are provided to new families in AHE's attendance area.
- AHE provides parents with information and training about how to support their children's learning at home, understanding assessments and standards. Title I teachers schedule two family learning programs each year. Handouts from the programs are available to parents unable to attend.
- The MCCSC Title I Family Literacy Coordinator works with teachers and parents to strengthen ties between home and school. The coordinator assists AHE to implement this parent involvement policy.

Arlington Heights website: <http://www.mccsc.net/subsite/ahe>  
To learn more about the Indiana standards: [www.indianastandardsresources.org](http://www.indianastandardsresources.org)  
To learn more about ISTEP go to: [www.doe.in.gov/istep](http://www.doe.in.gov/istep)

2013-2014



**MONROE COUNTY COMMUNITY SCHOOL CORPORATION**  
ENGAGE. EMPOWER. EDUCATE.

2012 Indiana "A" School Corporation

Curriculum and Instruction Department

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Mrs. Janice L. Boushara, Director of Secondary Education  
Dr. Kathleen Hays, Director of Special Education  
Ms. Joann Taylor, Director of Learning Strategies

September 2013

Dear Parents and Guardians:

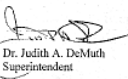
In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) **PARENTS' RIGHT TO KNOW**, this is a notification from the Monroe County Community School Corporation to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This information regarding the professional qualifications of your student's classroom teachers shall include the following:

- ❖ If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- ❖ If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- ❖ The teachers baccalaureate degree major, graduate certification, and field of discipline; and whether the student is provided services by paraprofessionals, and if so, their qualifications.

If at any time your student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information.

If you have questions or concerns, please feel free to contact the school principal.

Sincerely,

  
**Dr. Judith A. DeMuth**  
 Superintendent

315 E. North Drive, Bloomington, IN 47401 | Ph: (812) 330-7700 | Fax: (812) 330-7513 | [www.mccsc.edu](http://www.mccsc.edu)  
OUR MISSION: Empowering students to maximize their educational success to become productive, responsible global citizens.

Parents were invited to consider participating in the Schoolwide Program Leadership Team at PTO meetings. PTO meetings also included discussion regarding the current implementation of Professional Learning Communities, Growth Based Report Cards, and the new length of the MCCSC school day. Parents were asked to complete a Parent Survey which included evaluative questions about the impact of our Title I program.

Parents will provide support and participation for the school wide goals in the following ways:

- Parents will support academic goals for students by helping students be in daily attendance at the school.
- Parents will support student achievement by reading the Parent Compact, participating in all activities listed in the Parent Compact and attending information meetings.
- Parents will attend and participate in conferences at the school when their student's progress in academics and behavior are discussed.
- Parents of students new to English and parents of students with special education plans and goals will attend conferences and act as participants in designing service delivery to their students and authorizing services.
- Parents will stay informed about the progress of the school's program planning and data analysis through newsletters, the school website, and information shared about the school improvement process.
- Parents will be able to stay informed of their child's progress by registering to Family Access, an online service available to all MCCSC parents. They will be able to check their child's attendance, food records, etc.

## **Component 7 – Preschool Transition**

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Ernie's K-Club is a program for incoming kindergarten students and their parents. The program is held each Thursday from 10:00am – 11:00am in the AHE library for six weeks in the spring (March – April). Students listen to stories, do a fun activity, learn about kindergarten and get to know other children and parents. Preschool age students who live in Arlington Heights Elementary district are also allowed to apply to attend the preschool classes offered at other Title I elementary schools in MCCSC that offer a preschool class. Access to spots in Title I preschool classes are determined at the district level.

AHE also annually provides a program of orientation to the students entering kindergarten in May. During this orientation, the principal and teachers speak to family members about the Arlington Heights kindergarten program, including any changes from previous years. Parents are invited and encouraged to ask questions during this orientation. A kindergarten handbook is provided, which includes pertinent information about kindergarten, registration, as well as some sample activities parents can do to help prepare their children for the first day of kindergarten. While the parents meet in the gymnasium, incoming kindergarten students meet in the library with teachers and members of the Title I staff. The students do activities and are assessed using the MCCSC diagnostic tool called the "Indiana Reads Pre-School Inventory." The speech pathologist also conducts a brief language screening for children. Children and parents gather on the playground at the close of the orientation. These programs allow the children the opportunity to become comfortable with AHE and allow the parents the opportunity to talk with the principal and teachers at their leisure.

Just before school starts in the fall, parents and students are invited to the Meet the Teacher event at Arlington Heights. At this event parents and teachers meet the kindergarten teachers and to see the kindergarten classrooms.

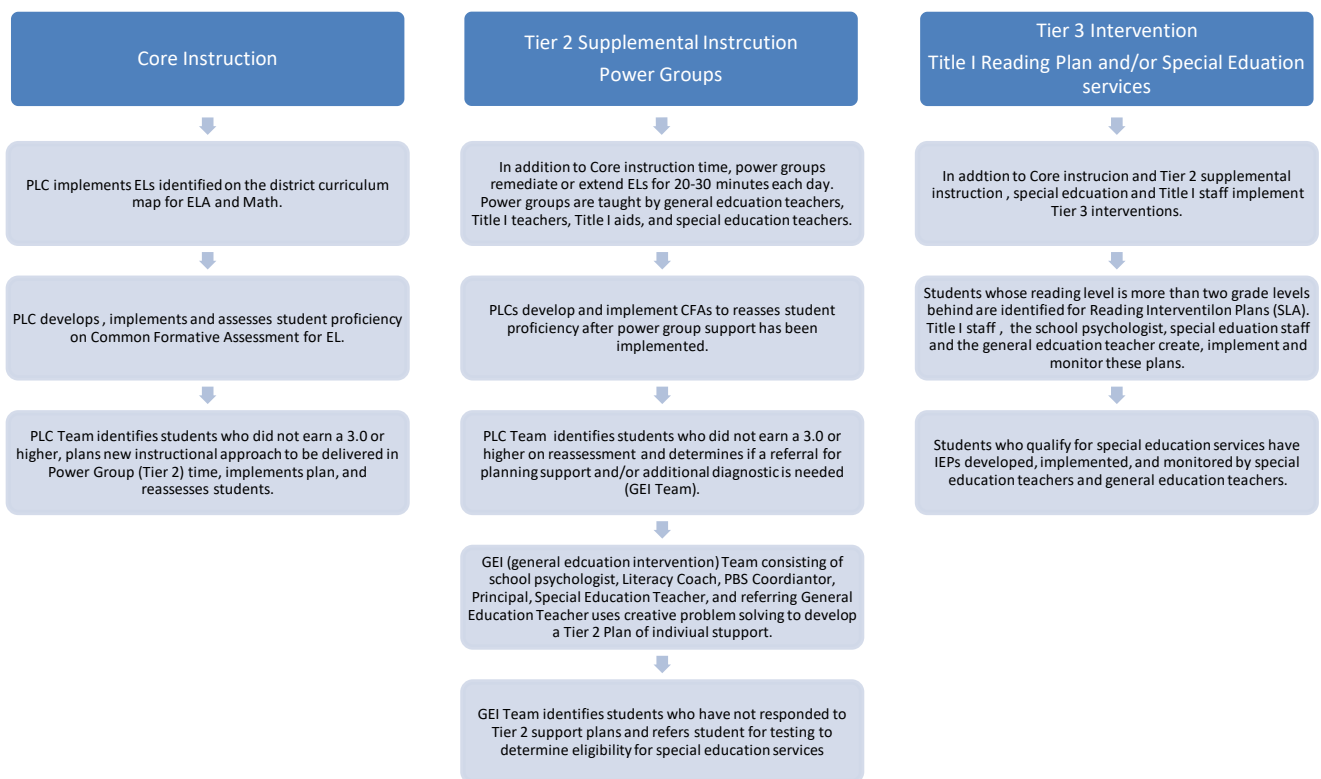
## Component 8 – Teacher Decision Making Using Academic Assessment Results

Arlington Heights Elementary teachers use standardized tests, assessments provided by adopted text publishers, teacher-constructed assessments, authentic assessments that feature student products, and professional discussions regarding student progress with a variety of measures in order to improve academic achievement. Teachers at AHE use the described measures to review the progress of individual students and to determine program improvement ideas and to analyze trend data.

PLC Teams develop common formative assessments and use the analysis of results to drive their daily work with students. When student performance does not improve after intervention, teachers may schedule time with the GEI (general education intervention) Team to help the teacher create an intervention plan. If the student's performance does not improve after the intervention plan is implemented the GEI team may recommend testing to determine eligibility for special education services.

## Component 9 – Effective, Timely Additional Assistance

Arlington Heights Tiers of Support are as follows.



## Universal Screening of Schoolwide System of Support

What is the core program of support?

What is the Tier 2 strategic supplemental support?

What is the Tier 3 Intervention?

## Progress Monitoring of Schoolwide System of Support

Is the Core program working for most (80% or higher)?

Yes

Then determine the level of specific needs of those few students who are not doing well. Initiate problem solving, diagnose needs, set goals, and provide supplemental Tier 2 support or Tier 3 intervention based on data.

no

Begin grade level and/or PLC level problem solving for Core

Is the supplemental (Tier 2) support working well?

Yes

For students in supplemental, strategic support (Tier 2) who are not making adequate progress, initiate problem solving, diagnostics, modification and goal-setting, or placement in intensive intervention (Tier 3).

no

Begin GEI level problem solving for Tier 2

Is the intensive intervention (Tier 3) support working well?

Yes

For students in intensive intervention (Tier 3) who are not making adequate progress, initiate problem solving, diagnostics, modification, individualization, and goal setting, or consider referral for specialized testing and special education evaluation.

no

Begin problem solving for Title I Reading Plan or Special Education Testing or IEP revision

## **Component 10 – Coordination and Integration of Funds**

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- Arlington Heights Elementary School will not coordinate funds.

The school will conduct the Comprehensive Needs Assessment using school and district resources without an expenditure of funds. Information sources offered by the school district to all member schools are adequate for the purpose of gathering a current profile of the school for the school-wide plan.

Although the state is no longer providing money for professional development, AHE will be able to use some of its Title I money for professional development. In addition, the corporation is supporting the principals in creating schedules that will allow for team collaboration/professional development during the school day. Although not always ideal, before/after school opportunities as well as summer opportunities exist for professional development. Any money used will come from Title I professional development. The school may also elicit the PTO and/or community organizations to help with fees associated with professional development; specifically with Professional Learning Communities.

The continued learning and collaboration stated in the school-wide plan are included for Components 2, 4, and 8. The school also continues to use student supports for learning from a school-community partnership (Ivy Tech), pre-service teachers (Indiana University), and high-school students (Bloomington High School North). In addition to these services which come at no cost to the school, the school also uses community volunteers to support students. Assistance is offered to students through special education (Special Education grant), a remediation assistant (Remediation grant), and by classroom teachers working in collaboration to support student learning. Title 1 teachers and assistants offer support to first – sixth grade students. Title 1 services are paid for by the Title 1 federal grant. These supports for students are provided by the school and address Components 2, 3, and 9.

The school's parent involvement activities and communication are paid with a combination of funding from the school's budget, Parent-Teacher Organization, and Title 1 services.

## **Part 2 – SWP Accountability and Continuous Improvement**

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The school will provide information regarding student assessment results and parents may also be able to access the district communication instruments and access information on the website of the Indiana Department of Education and by state and local mass media. The information provided will be offered in language understandable to parents and members of the community.

The school will employ collaborative planning and discussion to determine growth and needs for individual students. In addition to reviewing assessment data, the school will check the attendance rate and PBS data for problem behaviors. Data presented in Component 1 and 2 will be reviewed.

## Evaluation of Effectiveness of SWP Strategies

2015-2016 Target Results	2016-2017 (Target Results will be established at the end of the 2015-2016 school year)	2017-2018 Three-year Vision
<p><i>Academic Achievement Goal Target #1:</i> We have met Target #1 for ISTEP-ELA. The median percent of students hitting their high growth target in the "Prior Year Bottom 25%" group will increase from 40% to 45% (+5) allowing AHE to earn 1.0 bonus points.</p> <p>Yes or No If "no", why not?</p> <hr/> <p><i>Academic Achievement Goal Target #2:</i> We have met Target #2 for ISTEP-Math. The median percent of students hitting their high growth target in the "Prior Year Bottom 25%" group will increase from 15.6% to 45% (+29.4) allowing AHE to earn 1.0 bonus points.</p> <p>Yes or No If "no", why not?</p> <hr/> <p><i>Academic Achievement Goal Target #3:</i> We have met Target #3 for Focus Targeted Groups: The percentage of students in the special education subgroup who will pass ISTEP-ELA will increase 20% to 55.3% (slightly above the target AMAO%), and for ISTEP-Math will increase 25% to 62.1% (slightly above the target AMAO%).</p> <p>Yes or No If "no", why not?</p> <hr/> <p><i>Behavior Goal Target:</i> We have met the target for our Behavior Goal. On the 2015-2016 Student Combined results an average of 17% of students responded "yes" to the statement "I feel afraid because of words or actions of other students while at school."</p> <p>Yes or No If "no", why not?</p>		<p>We meet the requirements for Exemplary Progress.</p> <p>We maintain and increase our student attendance as measured by daily attendance.</p> <p>Students feel an increased sense of belonging, safety and respectful interaction at AHE and a reduced level of harassment and bullying.</p>

<hr/> <p><i>Attendance Goal Target:</i></p> <p>We have met our target for Attendance. The attendance rate for the 2015-16 school year is 97%.</p> <p>Yes or No If “no”, why not?</p>		
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## Part 3 – Appendix A: MCCSC Complaint Resolution Procedure

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### **PUBLIC COMPLAINTS AND CONCERNS**

Any person or group having a legitimate interest in the operations of this Corporation shall have the right to present a request, suggestion, complaint, or concern relating to Corporation personnel, the program, or the operations of the Corporation. At the same time, the School Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint and concern in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the Corporation by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, complaints, or grievances reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure. This policy shall not be in conflict with any negotiated agreement. The current frozen policy 1312 will be incorporated into administrative guidelines.

#### **Matters Regarding A Professional Staff Member**

##### **I. INFORMAL PROCEDURES**

###### **A. Complaint Procedures**

1. Complaints concerning school personnel will be referred to the employee's chief building administrator for investigation.
2. When any investigation requires discussion of the complaint with the school employee involved or with the school employee's colleagues, the school employee against whom the charge is filed shall be notified of the nature and source of the complaint.
3. Chief building administrators will attempt to resolve each complaint on an informal basis in cooperation with the complainant and the school employee.
4. Prior to any meeting with the complainant, the school employee will be given the opportunity to meet with the building principal to discuss the complaint and will be given the opportunity to provide a written response to the complaint.
5. All meetings under this section of the regulations will be held in private and will be conducted informally. Every attempt will be made to resolve the complaint at this level.
6. No transcript will be made of these meetings. Tape recording devices will not be permitted. Records will be limited to the written notes of the parties.
7. At any meetings, the complainant and the school employee will have the right to:
  - a. present evidence regarding the facts of the complaint;
  - b. be assisted by appropriate representation. The presence of other outside parties, such as witnesses, will not be permitted.
8. Meetings at the chief building administrator level will be held as soon as possible but within ten (10) school days following receipt of the complaint. A report of the meeting and any decision will be provided in writing to the parties and the Superintendent within two (2) school days following the meeting.

###### **B. Informal Investigation - General Guidelines**

In handling any complaint, the principal will:

1. gather information from both parties to the complaint;
2. be responsible for conducting the complaint investigations or meetings in a manner which protects the rights of all involved parties;
3. provide for privacy and a confidential handling of the matter;
4. cause the complaint and relevant information to be written should the complaint not be resolved by informal means.

##### **II. STUDENT/PARENT COMPLAINTS--FORMAL PROCEDURE**

If, after informal procedures have been exhausted, the complainant feels that the complaint has not been satisfactorily resolved, the complaint may be formalized. The formalized complaint shall be in writing. The school employee shall be given copies of the charges and all relevant documentation within two (2) school days of the filing of the charges. Any charges will be substantiated at the informal meeting with the principal and the complainant or at the formal hearing.

Student/parent complaints shall be filed under the general provisions of I.C. 20-8.1-5-14, where a student or his parent believes that the student is being improperly denied participation in any educational function of the school corporation or is being subjected to an illegal rule or standard and, as outlined below. Hearings conducted as a result of such student/parent complaints shall be conducted under the provisions of I.C. 30-8.1-5-10 and as outlined below. These procedures do not entitle a student or a parent to initiate a hearing involving a grade or grades given the student for courses taken.

- A. Written Complaint--A written complaint must be filed by the student/parent with the Superintendent within ten (10) school days of receipt of a decision of the chief building administrator at the informal stage.

- B. Appointment of Hearing Examiner--Within one (1) school day of the filing of the written complaint, the Superintendent will appoint a Hearing Examiner.
- C. Hearing Examiner's Responsibilities--The Hearing Examiner shall have the following duties:
1. to give notice of the complaint to the parties affected;
  2. to schedule a hearing if a hearing is requested or necessary, at a specified date, time, and place with the authority to postpone the date and time or change the place for any good cause;
  3. to ensure that any records of the student or any statements of witnesses are available to the complainant, school employee and their representatives before the hearing;
  4. to be available before the hearing to answer any questions the complainant, the principal, school employee(s) or the representative of any of the parties may have about the nature and conduct of the hearing;
  5. to take full charge of the hearing subject to the provisions of I.C. 20-8.1-5 et seq.;
  6. to prepare findings of fact and recommendations as provided above and transmit them to the Superintendent within two (2) school days after the hearing.
- D. Request for Hearing--A request for a hearing by the complainant, principal, or school employee will be made to the Hearing Examiner in writing within ten (10) calendar days after the Hearing Examiner's written notification is received. The request may be delivered to the Hearing Examiner in person or by certified mail.
- E. Waiver of Rights--If a hearing is not requested within ten (10) calendar days following receipt of the Hearing Examiner's written notification, all rights, administratively and judicially, to contest and appeal the decision of the chief building administrator will be waived.
- F. Hearing Notice--If a hearing is requested, the Hearing Examiner will schedule the hearing and notify the complainant, principal(s), and school employee(s) involved of the time and place within two (2) school days or such additional time as is reasonably necessary, not to exceed an additional two (2) school days. The hearing will be held within a period of five (5) school days after it is scheduled. No hearing will be held upon less than two (2) days' notice to the complainant, school employee(s), and all other parties involved, except with the consent of all involved parties. The Hearing Examiner may reschedule the hearing for good cause.

Once a hearing is requested, it may be waived by the requesting party; such a waiver must be in writing and signed by the requesting party and will be valid only if made voluntarily and with knowledge of the hearing procedure and the consequences of the waiver.

- G. Hearing Procedure--Hearings conducted as a result of student/parent charges shall be conducted under the provisions of I.C. 20-8.1-5-10 and as outlined below.
1. The Hearing Examiner will chair the proceedings.
  2. In conducting the hearing, the Hearing Examiner will not be bound by the rules of evidence or any other courtroom procedure.
  3. All testimony will be under oath, and the Hearing Examiner will be authorized to administer the oath.
  4. The hearing may be attended by the Hearing Examiner, the Superintendent, the principal, the complainant, school employees involved, the representative of the complainant, and the representative of the school employee involved. The counsel for the school corporation may attend when the Hearing Examiner or the Superintendent deems it advisable. The hearing shall be closed to the public.
  5. Witnesses should be present only when they are giving information at the hearing. If a student's psychological or emotional problems are being discussed, the student may be excluded at the discretion of the Hearing Examiner, with the concurrence of the student's parent.
  6. The school employee's and the complainant's representatives may be, but need not be, attorneys.
  7. The Hearing Examiner may exclude anyone from the hearing whose actions disrupt an orderly proceeding.
  8. The school employee(s) and the complainant may speak in their own defense and may be questioned on their testimony. They may also choose not to testify and there will be no threat of punishment or later punishment for refusal to so testify.
  9. The parties will present to the Hearing Examiner statements in affidavit form of any person having information about the charges and all relevant documentation, but not unless such statements and records have been made available to the other parties involved or their representative(s) prior to the hearing. If the Hearing Examiner deems it necessary, the information contained in such records will be explained and interpreted at the hearing, or prior thereto the other parties and/or their representative(s) by a person trained in their use and interpretation.
  10. The school employee, his/her representative, the complainant, the complainant's representative, the principal, or the Hearing Examiner may ask witnesses to testify at the hearing provided that all parties are apprised of the identity of the witnesses before the hearings. If, in the opinion of the Hearing Examiner, the disclosure of the witnesses' names prior to the hearing shall subject such witnesses to unreasonable harassment, then the prior disclosure of witnesses' names shall not be required.
  11. The school employee, his/her representative, the complainant, the complainant's representative, the principal, or the Hearing Examiner will have the right to examine or cross-examine any witness giving information at the hearing. The Hearing Examiner may, however, limit the right of any party to examine or cross-examine any witness to the extent that such examination is abusive or interferes with the conduct of an orderly hearing.

12. Evidence presented at the hearing will either be recorded by shorthand reporter or taped. The school corporation will choose the recording method. If the recording is requested by the student, and if the student is reasonably unable to pay the cost for the record, the school corporation will do so.
  13. The Hearing Examiner will report his or her findings and recommend action to be taken, to the Superintendent, within two (2) school days of the hearing. In making his or her report, the Hearing Examiner will explain the reasons for the particular action recommended in terms of the needs of both the complainant and the school corporation.
  14. Any person giving evidence by affidavit or in person at a hearing will be given the same immunity from liability as a person testifying in a court case.
- H. Superintendent's Determination--Once the Hearing Examiner has reported findings and recommendations to the Superintendent, a determination will be made and reported to the school employee(s) and the complainant within two (2) school days. The determination by the Superintendent may change or revoke the sanction recommended by the Hearing Examiner but will not impose a sanction more severe than that recommended by the Hearing Examiner.
- I. Notice of Determination--Written notice of the Hearing Examiner's findings and recommendation and the Superintendent's determination shall be given to both the school employee and the complainant. Such notice will be delivered in person or by certified mail upon the reaching of a determination by the Superintendent.
- J. Appeal to the Board--Either party may, within thirty (30) calendar days following a hearing, appeal the Superintendent's determination to the Board of School Trustees.
1. Such an appeal will:
    - a. be filed by a written request to the Office of the Superintendent;
    - b. be delivered in person or by certified mail;
    - c. be based upon the record, except that new evidence may be admitted to avoid a substantial threat of unfairness;
    - d. the record shall consist of the: (1) charge made by the complainant; (2) notice given by the Hearing Examiner; (3) transcript or tape of the proceedings; (4) Hearing Examiner's findings and recommendations; and (5) determination of the Superintendent.
  2. After examining the record and taking new evidence, if any, the Board may deliberate privately upon such record and new evidence to arrive at its decision; such deliberation will be held in the presence only of members in attendance at the appeals proceedings but may be held in the presence of legal counsel who has not previously advised the Hearing Examiner or the Superintendent.
  3. Should questions arise during the deliberations of the Board of School Trustees which require additional evidence, the Board of School Trustees may reopen the hearing to receive additional evidence.
  4. The Board of School Trustees may alter the Superintendent's determination by decreasing the penalty if it finds that determination too severe.
  5. The final decision of the Board of School Trustees will be delivered in person or by certified mail to the school employee(s) and to the complainant; such determination will be in writing.
  6. If the school employee being complained against is a teacher, said teacher may appeal at Level III of Article 3.00 of the MCEA-MCCSC Collective Bargaining Agreement either the determination of the Superintendent or the final action of the Board of School Trustees.
- K. Appeal to the Courts--At any time within thirty (30) days after the Board of School Trustees' decision relating to an appeal, either party involved may appeal such determination to the Circuit or Superior Court of Monroe County. Such appeal will be initiated by the filing of a complaint with the appropriate court.

#### **Matters Regarding an Administrative Staff Member**

Since administrators are considered members of the Corporation's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

#### **Matters Regarding a Support Staff Member**

In the case of a support staff member, the complaint is to be directed, initially, toward the person's supervisor, and the matter then brought as required to higher levels in the same manner as prescribed for "Matters Regarding a Professional Staff Member" or as may be set forth in the appropriate negotiated agreement.

#### **Matters Regarding Corporation Services or Operations**

If the request, suggestion, complaint, or concern relates to a matter of Corporation procedure or operation, it should be addressed, initially, to the immediate supervisor and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

#### **Matters Regarding the Educational Program**

If the request, suggestion, complaint or concern relates to a matter of Corporation program, it should be addressed, initially, to the principal and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

#### **Matters Regarding Instructional Materials**

If the request, suggestion, complaint or concern relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the Corporation, the following procedure shall be followed:

- A. The criticism is to be addressed to the principal, in writing, and shall include:
  1. author;

2. title;
  3. publisher;
  4. the complainant's familiarity with the material objected to;
  5. sections objected to, by page and item;
  6. reasons for objection.
- B. Upon receipt of the information, the principal may, after advising the associate superintendent in charge of instruction of the complaint, and upon the associate superintendent's approval, appoint a review committee which may consist of:
1. one (1) or more professional staff members;
  2. one (1) or more lay persons knowledgeable in the area.
- C. The committee, in evaluating the questioned material, shall be guided by the following criteria:
1. the appropriateness of the material for the age and maturity level of the students with whom it is being used;
  2. the accuracy of the material;
  3. the objectivity of the material;
  4. the use being made of the material.
- D. The material in question may be withdrawn from use pending the committee's recommendation to the Superintendent.
- E. The committee's recommendation shall be reported to the Superintendent in writing within ten (10) business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.
- F. The complainant may appeal this decision, within thirty (30) business days, to the Board through a written request to the Superintendent, who shall forward the request and all written material relating to the matter to the Board.
- G. The Board shall review the case in public session and advise the complainant, in writing, of its decision within ten (10) business days.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

I.C. 20-5-2-2(16)

Adopted by the Board 7/15/91